



Parents as Teachers

News

Sustainability: Powerful Partnerships at Every Level

Fall 2010

The new Parents as Teachers
approach: our roadmap
to sustainability

Frequently asked questions

Next steps: decide what
training pathway is right
for your program

2011 Parents as Teachers
curriculum and training

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A MESSAGE FROM THE PRESIDENT



Susan Stepleton, *President/CEO*

AS YOU READ THIS

we have wound down the fall and are moving toward the winter holidays. As always our Conference was a highlight: full of solid content, invaluable networking, and rejuvenation of energy. It was great to see those of you who were able to attend and to hold the rest of you in our thoughts. Thanks to everyone involved!

Our big news of the late summer was receiving one of the highly coveted “Investing in Innovation” grants from the Department of Education. For the

families served by the 24 Native American schools involved, the impact will be direct and transformative. For the rest of the Parents as Teachers family, the “i3” grant represents a stamp of credibility and validation that is difficult to overstate. It signifies solid respect for our research and evidence-base, as well as a high level opportunity to push that research base even further. I encourage you to refer to this award in your own publicity about Parents as Teachers. It is confirmation of the work we have done for 20 years with the Bureau of Indian Education, but also confirmation of the effectiveness of our model in general and hence a credit to everyone involved.

We’ve also completed the pilot trainings for the new Foundational and Model Implementation curriculum. It was greeted with rave reviews and a real sense of excitement. As always in our quality process we will incorporate what has been learned through the pilots and be ready to roll out formally in January. This revision is more than an updating of content. It represents a sea change in the way we train and puts us in the forefront of work with vulnerable families. It is also cutting edge in the use of electronic access, providing us with completely new ways to assure model fidelity. This initiative is the culmination of two years of diligent work on the part of many and we look forward to an even greater impact on children and parents as the 2011 revision comes into full use.

Amidst lots of good news it’s also important to note that many of your states continue to be in serious economic straits. Missouri continues in a process of reshaping Parents as Teachers to best use 60 percent less funding than it has had in the recent past. Priorities have been established for service to vulnerable families and Missouri now looks more like the rest of the country in terms of the majority of the families served. Many other states also have a current agenda of trying to maintain the funding they have rather than growing it during this difficult year. And we look to better national economic news that will signal recovery rapidly under way.

Finally, most know by now that I will be leaving Parents as Teachers in June after almost 10 years as President and CEO to move to teaching at Washington University in St. Louis in the fall. It has been a privilege to be in this position. In spite of budget challenges, Parents as Teachers is strong and I have great confidence in the future. There is much to be done before I leave and I look forward to every minute of that time.

Thanks for being part of the team...best wishes from St. Louis!

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Building Sustainability

Partnership extends the reach of Parents as Teachers



For Parents as Teachers, sustainability isn't just a concept; it's a practice that inspires us to continually adapt and evolve in our work to support families of young children. This is the fourth and final in a series of articles focused on concrete strategies for building sustainability into every level of our organization.

AT ITS MOST FUNDAMENTAL LEVEL, PARENTS AS TEACHERS IS A partnership: Parent educators partner with families to nurture healthy, successful children. Taking that model of partnership and expanding it throughout the Parents as Teachers network is an important key to sustainability.

“Sustainability equates to longevity, to serving generation after generation,” says Pat Simpson, marketing communications director at the Parents as Teachers national office. “We have to remember that as an organization, we are still in our infancy. We can't stop now—we have to embrace the changes and challenges before us if we want to remain relevant for future generations.”

Collaboration

As funding, demographics and the political environment change, there are great opportunities for working in partnership with other organizations. Far from competitors, organizations which share the Parents as Teachers mission can be great allies in extending the impact of our programs.

“Collaboration is a critical component of sustainability—it leads to continued services for families and it increases the likelihood that we will serve a diverse population,” explains Cheryle Dyle-Palmer, Parents as Teachers chief operating officer.

Working with school districts, healthcare providers, social service organizations and local libraries are examples of collaborations. Such collaborations can be informal, non-binding arrangements or highly structured legal agreements with funding attached. Dyle-Palmer outlines three key ingredients of a successful collaboration:

Commitment from all partners to a common goal. “You have to all be able to see the end from the beginning,” she says, “and understand how your commitment of time, facilities, money or intellectual property will contribute to that goal.”

Sharing and transparency among all partners. “You have to be generous; you have to be willing to give up something in order to gain—and the gain is always on behalf of families and children.”

Ongoing, consistent communication. “All the partners have to be able to have regular, open dialogue with each other; they have to agree on how they will communicate and when. This has to be very intentional.”

Communication

Beyond its role in collaboration, communication is also important organization-wide at a strategic level. Clear, consistent messaging targeted to each audience directly builds sustainability. This, too, is built on partnership.

“It's important to include the media as a community partner. They need content (stories) and you want visibility, so it's a symbiotic relationship,” explains Simpson. “Partnering with the media is a win-win for everyone.”

Local programs have great opportunities to provide that content and are uniquely qualified to partner with the media. “Working with the media is all about building relationships and parent educators are great at that,” she observes. Simpson encourages local programs to “expand their network of messengers” through:

- Media partnerships in which local programs receive ongoing coverage by providing content, interviews or expert sources;
- Community journalism which ties the media to its hometown, often through human interest stories or event coverage; and
- Public affairs campaigns which leverage issues or events for the public good, such as National Autism Awareness Month or health screenings.

In addition to traditional media outlets, Simpson encourages all local programs to use social media, such as text messaging, Facebook and Twitter, to reach key audiences. “Get on board,” she says. “Parents already are!” ❖

The new Parents as Teachers approach: our roadmap to sustainability

In the last issue of the *Parents as Teachers News* you read how Parents as Teachers is making changes that will ultimately offer better outcomes for children and families. Below is a brief snapshot of the building blocks we covered in that issue that set the stage for our journey.

In addition, a recent series of webinars also explained the direction and new training approach; **all programs and parent educators are highly encouraged to listen to the archived webinars by visiting www.ParentsAsTeachers.org.**

In the forthcoming pages, we unfold your next steps as you navigate your way through the Parents as Teachers gateway to training, choosing your path over the next three years in the new Parents as Teachers approach.

I. Board of Directors positions Parents as Teachers through policy

The Parents as Teachers board of directors recognizes that replication and model fidelity are critical for Parents as Teachers to thrive in this competitive funding environment... so critical that they established a policy around it:

By July 1, 2014, all Parents as Teachers affiliated program sites will comply with the Parents as Teachers national office's expectations for replication and model fidelity.

II. Parents as Teachers core competencies

Implementing a high quality Parents as Teachers model includes well-trained and competent parent educators, responsive supervisors, and well-developed program practices.

Parent educators use the four Parents as Teachers model components to strengthen families and promote positive parent-child interaction so children are healthy, safe and ready to learn. To achieve these goals for children, Parents as Teachers training and curricula will support parent educators as they develop and hone their professional practice skills and as they develop competencies in five core content areas:

1. Family support and parenting education
2. Child and family development
3. Human diversity within family systems
4. Health, safety and nutrition
5. Relationships between families and communities

The Parents as Teachers Foundational Curriculum and training will specifically address knowledge and skills within each of these core competency areas, adding new information and strategies for working with varied populations in diverse settings.

III. Model fidelity, replication, evidenced-based practices and implementation of Parents as Teachers

In today's climate, a successful and sustainable early childhood family support and education program must clearly demonstrate its evidence and research base, as well as mechanisms for establishing and maintaining model fidelity. Further, a strong early childhood family support and education program must provide clear guidelines for replication and application of evidence-based practices.

- **Replication** involves consistent implementation of the Parents as Teachers model via the Quality Assurance Guidelines, along with key organizational capacity elements.
- **Model fidelity**, or providing services the way the model intends, is crucial for achieving positive results.
- **Evidenced-based practice** involves using the best available research in combination with one's professional expertise while fully considering a family's culture, values and characteristics.

The 2011 Parents as Teachers Foundational and Model Implementation curriculum and training are all based on respected research findings and evidence of effective practice. At the program and parent educator levels, you will maintain evidenced-based practice by implementing the Parents as Teachers model with consistency while applying the curriculum and visit plans, focus of group meetings and approaches to screening in ways that account for the populations(s) you serve and individual family's particular circumstances.

IV. Parents as Teachers Quality Assurance Guidelines

provide clear requirements and guidance for replication of the Parents as Teachers model. With the guidelines are specific essential requirements for initiating or maintaining a Parents as Teachers affiliation. ❖

Frequently asked questions

Did the Born to Learn model go away?

The Parents as Teachers four component model has not gone away. The *name* Born to Learn (which referred to a curriculum version) will go away in January 2011, but the evidence-based model is still strong and unchanged.

What are the Parents as Teachers Essential Requirements and does my program need to follow them?

Many programs implementing the Parents as Teachers model will find they are already in compliance with the 2011 Essential Requirements. In July 2011, all existing programs will complete an Affiliate Performance Report (the new name for the Annual Program Report) that will determine this compliance. Existing programs have until 2014 to move into compliance. They will submit a plan that addresses the areas in which they are weak along with their plans to move into compliance.

Does “needs assessment” imply that Parents as Teachers will only be available to families at risk, not universally accessible to all?

A Family-Centered Needs Assessment is a useful planning tool with all families. While the Parents as Teachers model remains a universally applicable model, all families face situations that can put them at risk or increase their vulnerability. For this reason, the 2011 Essential Requirements state that 10-12 personal visits must be delivered to all families each year, with those more at risk receiving more frequent personal visits (20-24 visits each year).

I was wondering where we fit in the changing of the program? We have been a program since 1989 and have been as true to the program as we can.

All affiliates will annually assess their compliance with the Essential Requirements. Funding changes, staffing, etc. are all variables that can impact model fidelity.

Can anyone come to Parents as Teachers training and get the curriculum?

Beginning January 2011, there will be two pathways to Parents as Teachers: Model Implementation or Approved User. Regardless of the track, all individuals will attend the **Parents as Teachers Foundational Training** and receive the **Parents as Teachers Foundational Curriculum**. Those wishing to implement an evidence-based model with fidelity will continue to **Model Implementation Training** after completing a New Affiliate Plan. Participants in this training receive the **Model Implementation Guide**.

Has the content of the curriculum changed?

The Foundational Curriculum will cover:

- Theoretical framework
- Core competencies and educator self-assessment
- Protective factors
- Reflective practice
- Family systems/culture
- Family needs assessment
- Role of PE/resourcing
- Foundational personal visit plans and guided planning tool
- Dove DV Intervention
- Edinburgh Depression Screen
- **Parent educator toolkit**

Online resources include all of the above plus:

- Parent/child activities pages
- Parent educator resources
- Parent handouts
- Family support

Model Implementation Guide will cover:

- Parents as Teachers logic model
- Quality assurance guidelines and essential requirements
- Reflective practice
- Family systems/culture
- Family needs assessment
- Role of PE/resourcing
- Evaluation and quality

How much will it cost for existing programs?

The new curriculum and guide, as well as online resources, will be part of training packages beginning Jan. 1, 2011. The cost of curriculum is no longer separate from the cost of training. Training participants receive printed guides for their personal use and additional online access to resources and handouts. Costs depend on which pathway is chosen.

- Foundational only: \$695
- Model Implementation (includes Foundational Training): \$795 *cost may vary depending on training location

When will the curriculum be available online?

The handouts and resources from the new curriculum will be available online in January 2011. All currently certified parent educators will have access to the online materials until July 2011. If they do not recertify and pay the annual access fee at that time, they will lose their access. The 2011 printed materials will only be available to those who attend training or retraining.

Is retraining required for existing parent educators? Why? What is the projected cost per program for retraining?

- Yes, all Born to Learn certified parent educators will need to take the Foundational Training and Model Implementation Training prior to July 2014.
- The approach to working with families is now a more family-centered parenting approach. It is important that all parent educators receive information new to this revision, such as domestic violence and maternal depression. For a complete list of comparisons, see **Parents as Teachers Comparison Chart** (page 12).
- The cost for the Foundational Retraining is \$125 (may be higher outside of the national office). For now, current parent educators will only take the Foundational Training. The national office is looking at options for a distance learning offering for Model Implementation.

Will retraining count as professional development hours?

Yes.

What will recertification cost?

Starting in July 2011, recertification will be bundled with an electronic access fee. For certified parent educators, the online access fee is \$75/educator. For approved users (those who attend only the Foundational Training), the online access fee is \$100/person.

You mention that a compliance check will be part of the APR. Will you be able to share the compliance check before the APR comes out so we will have plenty of time to complete it and know what data or changes in data collection procedures?

It is currently in development and will be shared as soon as it is ready.

For the Foundational Training, does everyone go away with the curriculum, regardless of whether they are going to adhere to fidelity to the model or not?

Training is a package that includes the curricula, so yes; every trainee in both trainings receives either the Foundational Curriculum or the Model Implementation Guide along with online access.

Will the “Closer Look” be updated soon?

The existing Parents as Teachers quality standards and accompanying self-assessment guidelines will be revised by July 2011 so they are more clearly aligned with the essential requirements and new data reporting expectations. We recommend that all affiliates (new and existing) should first focus on compliance with the essential requirements and not begin the comprehensive program self-assessment process at this time.

We are currently in the self-assessment process. How will this process differ in the future?

If a program has already started the program self-assessment process this year, it is not wasted effort. The quality standards indicators are being brought into the new curriculum and training and therefore retain significant value. The learning that has been gained through the self-assessment process will still strengthen the program. We do recommend that in addition to using the Closer Look self-assessment process you ensure that your program is meeting the 2011 essential requirements.

What's on the horizon for the standards and self-assessment process?

BY NOW, WE HOPE YOU'VE ALL CAREFULLY READ OUR ARTICLES in the *Parents as Teachers News*, listened to our webinars, heard our presentations at conference, and explored our new Web site. If so, you understand that 2011 will bring significant changes to Parents as Teachers curriculum and training, including the development of a new model implementation guide and a focus on meeting Essential Requirements. All these changes have a corresponding, major impact on the existing quality standards and self-assessment process.

The 2011 revision has allowed us to more fully incorporate quality indicators into the fabric of the curriculum and training. However, as a result, the quality standards and self assessment process now need a close review and revision. The existing Parents as Teachers quality standards and accompanying self-assessment guidelines will be revised as of July 2011 so that they are more clearly aligned with the essential requirements and new data reporting expectations.

So, what do programs do in the interim? We recommend that programs do not begin the comprehensive program self-assessment process at this time. The compliance assessment that will be completed as part of this year's APR is essentially a focused program self-assessment on a smaller scale. Until the revised standards and accompanying self-assessment guidelines are released in July 2011, programs should focus on understanding the essential requirements and completing the compliance assessment with their APR. In addition, supervisors should review the retraining information and determine the plan for existing parent educators to attend the foundational training



By Karen Guskin
Research and Evaluation Director

(e.g. will you stagger their attendance, where are the training locations and dates, etc.) and then the model retraining.

If a program has already started the program self-assessment process this year, it is not wasted effort because the indicators are being brought into the new curriculum and training and will retain significant value. The learning that has been gained through the self-assessment process will still strengthen the program.

Whatever point of the process a program is at, they can take what they've learned and the information they've gathered so far and engage in discussion and shared learning during staff meetings, and supervision sessions. We highly recommend that the 2011 essential requirements be incorporated into any ongoing self-assessment process and an assessment of compliance with these be used to provide a focus.

If you have thoughts about revision to the quality standards and self-assessment process, we'd like to hear them. ❖

To learn more about the Parents as Teachers Program Self-Assessment and Quality Standards, contact Karen.Guskin@ParentsAsTeachers.org.

It was a celebration at the 2010 PARENTS AS TEACHERS CONFERENCE

Far right: Three Parents as Teachers programs were honored for their work in demonstrating creativity and innovation in program excellence with the 2010 Losos Prize for Excellence Award.

Right: Five parent educators were honored as 2010 Parent Educators of the Year, an award intended to honor those individuals whose practices exemplify the vision and mission of Parents as Teachers.



Mid-term election means new political environment with new challenges

THE 2010 MID-TERM ELECTION CYCLE HAS RESULTED IN A NEW

political environment that will be met with new challenges for both the United States Congress and state legislatures across the country.

Mid-term election results included a power shift from Democrat to Republican in the U.S. House of Representatives and a weakened Democrat majority in the Senate as Republicans claimed major victories on November 2. Presumable future Speaker of the House John Boehner (R-OH) has already called for efforts to make government more functional, smaller, less costly and less intrusive. Speaker Boehner, along with the newly elected Members of Congress will be committed to reducing spending, which will undeniably impact education funding.

For Congress and federal education policy makers, continued work on the reauthorization of the Elementary and Secondary Education Act (ESEA), most currently known as the No Child Left Behind Act will be on the agenda, but the enthusiasm to take it on is not high. With heightened anxiety from the public regarding the faltering economy and job creation, the education reform efforts necessary to tackle the ESEA's reauthorization may lose ranking in priority in the 112th Congress if public opinion does not reflect urgency for this effort.



By Hillary Elliott,
Public Policy Director

The *Blueprint for Reauthorizing ESEA* was released in March 2010 and encompasses three overarching goals as laid out by U.S. Secretary of Education, Arne Duncan: 1) setting a high bar for students and schools; 2) rewarding excellence and success; and 3) maintaining local control and flexibility. In May 2010, a section supporting early childhood education was added that includes continued Title I support of preschool, a birth-through-college-to-career agenda, increased learning time for young children and providing support for comprehensive early learning assessment systems.

This significant undertaking of federal education policy reform is also a prime opportunity for early learning advocates like Parents as Teachers to push for equitable policies and funding of early childhood education programs. We will continue to monitor the progress of this reauthorization process.

While major federal education policy discussions heat up in Washington, D.C., many state legislatures will be facing tough economic environments met with many brand new faces. Term limits and Tea Party candidates resulted in a large amount of turnover in many state houses. This change is both a challenge and a great opportunity for Parents as Teachers to educate and inform policymakers about the value of continuing investment in Parents as Teachers. ❖

For more information, visit www.ParentsAsTeachers.org/advocacy.

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New Horizons

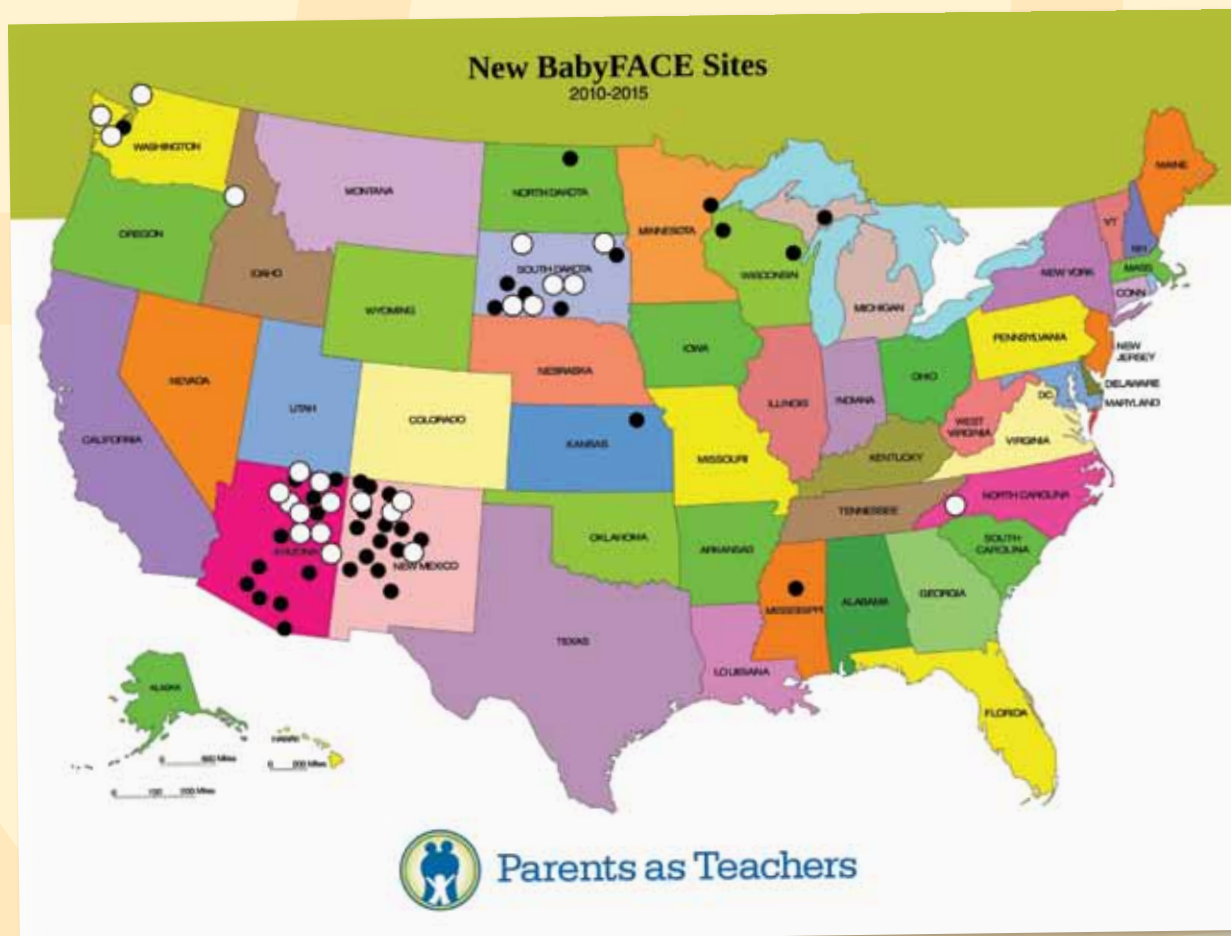
BabyFACE for American Indian Families

By Maggie Probert, Development Director

ANY PARTNERSHIP THAT LASTS FOR 20 YEARS IS EXCEPTIONAL.

But one that grows, expands and succeeds is extraordinary. So it is with the partnership that continues to further develop and support the Family and Child Education (FACE) program for American Indian families. Beginning with six programs at Bureau of Indian Education (BIE) schools in 1990, the FACE program today consists of 46 schools in 10 states serving close to 2,000 families each year.

Three organizations were originally selected by the BIE and still partner to further develop and support the FACE program...Parents as Teachers provides the model, curriculum, training and technical assistance for the homebased component; the National Center for Family Literacy provides the same for the center-based component; and Research Training and Associates provides the annual evaluation.



Black dots indicate existing FACE sites. White dots denote new BabyFACE sites with i3 funding.

The FACE goals mirror those of Parents as Teachers: increase parent knowledge of child development, provide early detection of health and developmental delays, prevent child abuse or neglect, and to increase school readiness and success. The added goal of preserving and honoring tribal language and culture adds uniqueness to FACE.

Much like it has been with Parents as Teachers, evaluation has been a hallmark of FACE. Annual program evaluations provide the information needed to continually improve the program quality and to secure necessary on-going funding. It is these evaluations that have led to a \$14.25 million U. S. Department of Education *Investing in Innovation (i3)* grant which was awarded to Parents as Teachers to establish the BabyFACE program at an additional 24 BIE schools that currently do not provide FACE services.

BabyFACE will be very similar to just the home-based component of FACE in providing services for American Indian families with children ages birth to kindergarten entry. Parents as Teachers and the Bureau of Indian Education have entered an additional partnership for this 5-year project, along with the consortium of 24 BIE schools that eagerly expressed their interest during the application process.

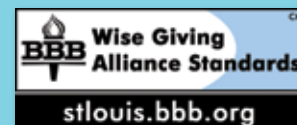
Most of the \$14.25 million grant will go toward providing services at the schools in order to improve school readiness for American Indian children at kindergarten entry and to improve performance in math and reading through the third grade. A key element will be a significant infusion of children's books to increase pre-literacy skills. The i3 project also includes a rigorous evaluation component.

Along with its many programmatic and funding partners (see side bar), Parents as Teachers is excited about this major opportunity to expand services to American Indian families, and to validate the effectiveness of these services so that funding may become possible to expand BabyFACE, as well as Parents as Teachers programs elsewhere. ❖

Stepping Forward

In addition to the \$14.25 million federal stimulus grant, Department of Education guidelines required that selected applicants raise an additional 20% in matching funds from private sources (\$2.8 million). The following private foundations and corporations stepped forward to provide the matching funding for Parents as Teachers' i3 grant to implement, fund, and support the 24 BabyFACE programs.

- Rural School and Community Trust
- W. K. Kellogg Foundation
- Annie E. Casey Foundation
- Enterprise Holdings Foundation
- John T. Vucurevich Foundation
- Cherokee Preservation Foundation
- Arizona Community Foundation
- Penguin Group USA



Next steps: decide what training pathway is right for your program

Beginning January 2011, organizations determine which training pathway is best for them based on their ability to meet the essential requirements for model fidelity as outlined in the *Parents as Teachers Quality Assurance Guidelines and Essential Requirements*. These can be found in the Training section at www.ParentsAsTeachers.org.

Many programs implementing the Parents as Teachers model will find they are already in compliance with the 2011 requirements. In July 2011, all existing programs will complete an *Affiliate Performance Report* (the new name for the Annual Program Report) that will determine this compliance. Existing programs have until 2014 to move into compliance. They will submit a plan that addresses the areas in which they are weak along with their plans to move into compliance. This plan will be the basis for technical assistance to assist the program in moving into compliance by 2014.

1. APPROVED USER: begins and ends with Parents as Teachers Foundational Training

For organizations that can not meet requirements for Parents as Teachers model replication, this pathway lays the foundation for home visiting as a methodology within the early childhood system. The required Foundational Training for

this option connects the theoretical framework of Parents as Teachers with practice, and introduces three main areas of emphasis in the Parents as Teachers approach:

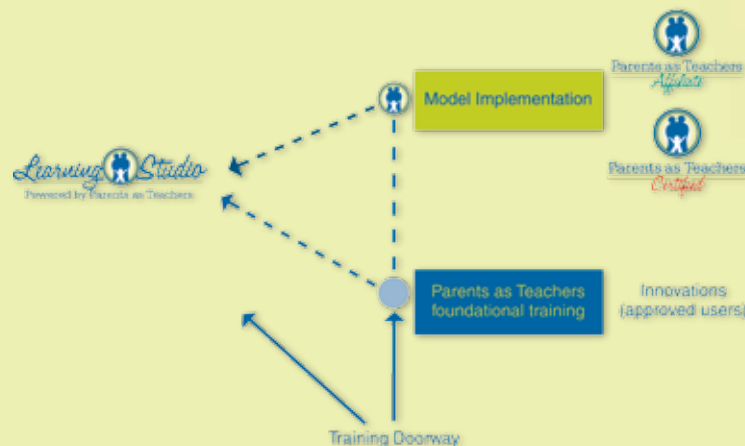
- *Parent-child interaction*—Learn about the change process and how to use reflective process to engage parents in their growth
- *Development-centered parenting*—Seven developmental topics that inform parenting decisions are covered here. Learn to understand parents' perspectives and to facilitate their ability to problem solve.
- *Family well-being*—Achieve greater understanding of each family's system and partner with parents to strengthen protective factors.

2. PARENTS AS TEACHERS AFFILIATION: pathway to high quality replication and strong outcomes for children

Fully understand and put into practice those elements that make a quality Parents as Teachers affiliate. Organizations interested in affiliation must meet the *essential requirements* and complete an *Affiliate Plan*.

After completing Foundational Training, you will continue into Model Implementation Training. This two-day training builds on Foundational Training, incorporates the Parents

Parents as Teachers gateway to training



as Teaches *Quality Assurance Guidelines* and offers implementation strategies and evidence-based practices that help your organization fully understand and bring to life quality Parents as Teachers services. Learn how to successfully replicate the Parents as Teachers model with fidelity and explore strategies not covered in Foundational Training. Demonstrating accountability,

evaluation and outcomes is a theme woven throughout.

Retraining of existing parent educators

Born to Learn certified parent educators currently working in programs already offering Parents as Teachers services must be trained in the new Parents as Teachers approach and their affiliates be in compliance with *Quality Assurance Guidelines* by July 1, 2014.

Born to Learn certified parent educators will attend Foundational Training and be introduced to new concepts for working with families. It will assure a smooth transition for those trained in the *Born to Learn* approach as they move toward model fidelity.

3. LEARNING STUDIO: topic-specific training or professional development

This special division of Parents as Teachers offers specialized curricula and training, both online and face-to-face, in a variety of topic-specific areas. These à la carte options take into account your learning style, time and budget and allow you to come back time and again to add expertise to your learning portfolio.

How do we begin?

Visit www.ParentsAsTeachers.org to begin your pathway to the new Parents as Teachers approach. ❖

2011 Parents as Teachers curriculum and training

Foundational Curriculum and Training

This three-day training focuses on the personal visit. Participants receive a printed module introducing concepts and processes included in the Parents as Teachers approach as well as access to a digital curriculum consisting of the activities, handouts, and resources used in their work. Also included is a pocket-size tool kit to help organize discussions, strengthen the parent educator-family relationship, and provide in-the-moment tools for parents and parent educators.

Training topics include:

- Parents as Teachers approach to working with families
- Core values
- Theory of change and barriers to parent learning
- Theoretical framework
- Core competencies and surrounding professional practice
- Facilitation skills
- Levels of engagement
- Reflective process
- Structure and process of a personal visit
- Three areas of emphasis
- Family systems

Foundational Curriculum

The Foundational Curriculum contains a “package” of resources and provides a structure for delivery that supports both paraprofessionals as well as professionals with less experience. This structure ensures consistency in the information and experiences each family receives. The curriculum can be successfully used by a wide range of home visitors and offers a blend of personal visit plans and guided planning tools.

A set of foundational personal visit plans:

- Establish the routine of the visit
- Introduce each of the areas of emphasis and the process skill tools
- Set relationship patterns
- Provide a transition into partnership which will eventually include shared decision making and planning

The recommended sequence for Foundational Personal Visits may be changed based on a family’s needs.

Model Implementation Guide and Training

This two-day training builds on the Foundational Training and shows how to successfully replicate the Parents as Teachers model with fidelity. It incorporates the Quality Assurance Guidelines and offers implementation strategies and



evidence-based practices that help an organization fully understand and bring to life quality Parents as Teachers services. It covers group meetings and screenings...topics not discussed in-depth in the Foundational Training. Resources and personal visits are explored at a deeper level to help attendees understand how to use them to reach outcomes.

Training topics include:

- Quality Assurance Guidelines
- Model fidelity
- Evaluation
- Integration of the model components
- Reflective supervision
- Recruitment and retention

Model Implementation Guide

The Model Implementation Guide provides clear, detailed, well developed and rich guidance on how to successfully replicate the Parents as Teachers model with fidelity. It expands the understanding of the four components of our model and enriches it with an emphasis on accountability. Evaluation and outcomes is a theme woven throughout.

Together, the Model Implementation Guide and Training provide a comprehensive blueprint for quality implementation of Parents as Teachers. ❖

* Parents as Teachers Approach Comparison Chart on next page

Parents as Teachers Approach Comparison Chart

	2005	2011
Philosophy and Theoretical Framework	Strengths model	Human ecology and family systems, developmental parenting, attribution theory, empowerment and self-efficacy
Personal Visit Approach and Content	Instructional focus on child development	Parent educators facilitate, reflect, and partner with families. Focus on healthy pregnancies, parent-child interaction, development-centered parenting and family well-being.
Structure of the Personal Visit	Five elements: rapport, observation, parent-child activity, discussion, summary	Opening, parent-child interaction, development-centered parenting, family well-being, closing
Screening	Child screening	Family-centered assessment child screening
Relationship Between Parenting and Child Development	Parenting issues	7 Developmental Topics: addressed throughout the child's development using key messages: sleep, attachment, nutrition, discipline, routines/transitions, safety, health
Parenting Behavior	No specific behaviors: designer, authority, consultant	Parenting behaviors (<i>nurturing, designing/guiding, responding, communicating, supporting learning</i>)
Curriculum Structure	Specialized visits and personal visit plans by month	Foundational visits (<i>first visit, child development, parenting behaviors, developmental topics, brain development, family dynamics & culture, family supports, planning as partners</i>) and Guided Planning Tools

ASQ-3 and ASQ:SE training: distance learning alternative

The ASQ screening tools are on the Parents as Teachers approved developmental screening tools for children aged 0-6 years, and parent educators can access this professional development training in these tools as a distance learning alternative.

Results from this new format show that 100% of the participants felt better prepared and more confident in delivering the ASQ-3 and the ASQ:SE after completing the training. To qualify, participants must:

- Purchase the ASQ-3 and ASQ:SE kits and training DVDs from Brooks Publishing. Included in the kits are the *User's Guides* — a must for this format of training.
- Register for one of the monthly webinars through this special registration site: pat.webex.com. After registering, participants will have access to the assessment. This assessment is to be taken after the self-study assignment is complete and prior to the scheduled webinar.
- Attend the scheduled webinar session.

Participants will receive five hours of professional development credit at the completion of the course. ❖

For more information, visit the Parents as Teachers University at www.ParentsAsTeachers.org under Course Descriptions > ASQ 3-ASQ:SE. Or contact Ann.Haffner@ParentsAsTeachers.org.

Reaching families where they live

This issue's StoryFront is from **Jennifer Kottke**, coordinator of the Rowland School District Family Resource Center in LaPuente, California. Parents as Teachers is one of 15 programs offered through the Family Resource Center in this sprawling Los Angeles suburb.

WE HAVE LEARNED TO BE VERY CREATIVE

in how we bring new families into Parents as Teachers. Our service area is huge and we have a very dense population, a lot of immigrant families, a lot of transitory families and a lot of low-income families. This makes for a population that tends to be very skittish about services and hard to reach, yet they are the families who need our services the most.

Our staff has learned to reach out to families with young children wherever and whenever we encounter them. That means school open houses, back-to-school events, health fairs, even yard sales and on the streets. A lot of our families are doubled up or tripled up so they are living in spaces that are very small. Sometimes we also have families in what we call "uninhabitable living spaces" which are sheds or campers or even cars.



We are not abrasive about reaching out, but we aren't shy either. We are very strategic. We have a free Parent Kit that we give to families and we gather their names and contact information when we give them the kits. The kit has parenting CDs, a children's book and health information. Families really like the kits and positively associate us with the free information. It has become a strategic way to constantly recruit new families into Parents as Teachers.

We have also learned that word-of-mouth travels faster than anything else we do and it's more effective. For instance, it's difficult for Asian families to self-identify their needs or to ask for help. But once we make a connection with one

Asian family, they talk about our services and soon our staff is working with a whole network of families.

In our program we have 16 Parents as Teachers facilitators, two pre-school teachers and an aide, plus support staff. We are also very lucky to have a full-time registered nurse who does all our screenings and then works together with the Parents as Teachers facilitators to hone our services to meet each individual family's needs, whatever they need and wherever they are. ❖



To share your story online and be a voice for Parents as Teachers, visit www.ParentsAsTeachers.org.



Father knows best

DO YOU REMEMBER LIFE BEFORE MICROWAVE OVENS? IT WAS

1967 when Amana introduced what would become the most popular appliance in home kitchens. In less than 10 years sales of microwave ovens actually exceeded those of gas-based ovens and more households owned microwave ovens than dishwashers!

Last year television stations nationwide began broadcasting exclusively in digital format. The FCC set a switchover date and bingo!—American television viewing changed overnight.

I'm a believer in routines, but I'm also a proponent of change. I was recently asked about the biggest change I've seen over my career as a communications professional. Without a doubt it's been the breakthrough of electronic communications, but even bigger than that has been the *pace* at which it's taken hold! Practically overnight the way we communicate has been transformed. Consider this:

- Almost one-quarter of households today are wireless-only—meaning they do not have a landline phone, according to a study by the Center for Disease Control and Prevention.
- Six percent of Americans watch TV only online, says Saurage Research.
- And 88 percent get news on their phones.
- Nearly three-quarters of companies in a survey by Jobvite are now using social networks like LinkedIn for recruiting.



By Pat Simpson,
Marketing Communications Director

- Facebook grew by nearly 5 million people last month; 20 percent of its 108 million users are over 45 says *Inside Facebook*.
- Edison Research determined that while 87% of Americans are aware of Twitter, only 7% actually use it. But when they do, users are actively discussing products and services like Parents as Teachers.

I know the changes Parents as Teachers is rolling out are difficult to many. But I also know how necessary they are for us to remain around to help future generations. My father has a favorite piece of advice I like to keep in mind: Today is the tomorrow you worried about yesterday. I like to think he'll be right on this one. ❖

For brand promotion and awareness questions, contact Pat.Simpson@ParentsAsTeachers.org.

PARENTS AS TEACHERS SPOTLIGHT

Stay connected to the national office!

To assure we have your most current contact information, take time now to visit the Web portal at www.ParentsAsTeachers.org to update your account. Simply log in by clicking the "Portal Login" tab at the top of the home page.



New ways to get your Parents as Teachers news



Twitter: follow @NatIPAT to join the early childhood conversation. <http://twitter.com>



Facebook: Our Facebook fan page connects you with Parents as Teachers supporters around the world. www.Facebook.com/ParentsAsTeachers



YouTube: Check out our YouTube channel (NationalPATSTL) for videos you can share. www.YouTube.com



RSS: Sign up to receive RSS feeds from our Web site. www.ParentsAsTeachers.org



E-News: Subscribe to receive monthly e-newsletters. www.ParentsAsTeachers.org



Blog: Join the ongoing discussion in our blog. www.ParentsAsTeachers.org

Coordination for your child's health care

PROVIDING FOR YOUR CHILD'S MEDICAL CARE IS A BIG JOB.

Today, parents have many options for securing health care for their child and making decisions can feel overwhelming.

Parents must consider how to pay for medical care, what care providers to trust, how to find health care professionals who are top quality but affordable and convenient, to name only a few factors. Children with special needs may see many different doctors or professionals, and their parents must juggle the coordination of their medical care and intervention.

The idea of the **Medical Home** was born to help parents and patients coordinate medical care. According to the American Academy of Pediatrics (AAP), a family-centered Medical Home is a partnership between a child, the child's parents, and a team of medical professionals who oversee the child's health and well being.

A medical home provides the place where the child is seen consistently for routine care, and where medical records can be collected from any health care provider who sees the child. If your child is sometimes seen at a doctor's office for check ups, but gets immunizations at a health department and goes to an urgent care center for illnesses, important aspects of her medical care may fall through the cracks. The picture becomes more complicated for children with special needs or long term illnesses, who may see a wider variety of doctors and therapists.

According the AAP, a family Medical Home should

- be a family-centered partnership based on mutual respect
- provide care in a way that respects the cultural diversity of patients
- recognize that parents are the consistent authority in the child's life
- be a part of a network of community-based services that support the healthy development of children
- help patients and parents move through transitions in health care as the child grows



Get printable
Parent Page
handouts online.
See below for
information.

Immunizations are an example of routine care that can be coordinated by a Medical Home. One of the most important ways you provide for your child's health is to make sure that childhood immunizations are up-to-date for your child's age and medical needs. Your Medical Home partners can advise you about which immunizations are recommended, and can collect the information you provide if your child receives her shots at different places. They can answer your questions about the safety of vaccines and support your decision making when it comes to immunizing your child against common childhood diseases.

To find out more about how a Medical Home can help you in the difficult job of keeping your child healthy, visit www.medicalhomeinfo.org. You will find valuable tools such as directions for building a Care Notebook and tips on establishing a Medical Home for your child. ❖

Parent educators can access a complete archive of printable Parent Page handouts in English and Spanish on the Extranet under "Marketing Communications > PAT News" tabs. The Extranet can be accessed through the Web portal at www.ParentsAsTeachers.org.



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PARENTS AS TEACHERS CONFERENCE

CONFERENCE 2010 FOLLOW UP

Certificates of attendance and speaker handouts are available online at www.ParentsAsTeachers.org/conference.

AMAZON.COM

Help spread the word so parent educators can attend conference for the very first time! It's simple, just visit www.ParentsAsTeachers.org to access the Amazon.com icon on the home page. A percentage of every purchase made through this special link contributes to the Parents as Teachers Conference Scholarship Fund. This year, 14 parent educators were able to attend the conference free of charge due to this unique collaboration!!

CONFERENCE 2011 – WHAT'S NEXT

November 6-8

Hilton St. Louis at the Ballpark

www.ParentsAsTeachers.org/conference

Stay tuned in to our Web site during the coming months as we roll out the 2011 Parents as Teachers Conference!

Call for Proposals

Information about our conference theme and opportunities for you to present a workshop are slated to be available online in January.

Sponsorship/Advertising/Exhibit Opportunities

Check our Web site in February to take advantage of the many promotional opportunities offered at our conference.

Registration open in May

Be sure to take advantage of our early bird registration rates, scholarships and contests for free registration...details forthcoming.

Questions? Call the PARENTS AS TEACHERS CONFERENCE HOTLINE at 1-866-PAT4YOU, x232 or patconference@gmail.com.

Find Us Everywhere.

To make it easier to get the information you want from Parents as Teachers you can find us on Twitter, Facebook, You Tube, RSS feeds, and our newsletter and blog.

