



Parents as Teachers

THE PARENTS AS TEACHERS FIT WITHIN STATE HOME VISITING PLANS

Parents as Teachers is an approved home visiting model meeting the evidence-based criteria of the Maternal, Infant, Early Childhood Home Visiting program and is uniquely positioned to help states achieve the outcomes of this federal program. This template language is designed to support you as you complete your Updated State Plan.

The recently released Supplemental Information Request (SIR) for state home visiting plans outlines nine sections of required narrative in updated plans. Parents as Teachers has crafted language around each of these sections to support you as you write your narrative.

SECTION 1: IDENTIFYING YOUR TARGETED AT-RISK COMMUNITY

WHAT IT IS: Select the targeted at-risk community/communities to be supported by home visiting services using MIECHV funds. (p. 9)

- **Describe a plan for coordination among existing programs/resources**
Language you can use
 - *Note: For organizations selecting Early Head Start and/or Healthy Families as part of their state plans, the Parents as Teachers model fully supports quality implementation of Early Head Start and Healthy Families of America. This supports efforts across the multiple models to encourage active collaboration and shared learning.*

- **List any existing home visiting services in the community, currently operating or discontinued since March 23, 2010 and describe coordination among these existing programs/resources**
Language you can use
 - *Note: A state's initial needs assessment may have already identified Parents as Teachers implementation in the targeted communities. However, the Parents as Teachers national office can provide information about Parents as Teachers programs, how many families are served in those communities, and with what other programs the Parents as Teachers services are combined.*

SECTION 2: STATE HOME VISITING PROGRAM GOALS AND OBJECTIVES

WHAT: Describe the goals and objectives for the selected home visiting program, and offer a logic model and strategies for integrating its services within an early childhood system. (p. 9)

- *Note: The Parents as Teachers [Logic Model](#) describes the key inputs of the program and the short, intermediate and long term outcomes associated with implementing the model with fidelity. These inputs and outcomes should be incorporated into the State Home Visiting Program's logic model.*

Language you can use

The Parents as Teachers model has four dynamic components: personal visits, group connections, health, hearing, vision and developmental screening and resource network.

These components are closely interrelated and integrated to create overall impact. The model is a cohesive package of services with 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.*

Home visits are an integral part of the model and directly promote parental resilience, knowledge of parenting and child development, and social and emotional competence of children—vital protective factors.

SECTION 3: EXPLANATION OF HOW THE MODEL MEETS THE NEEDS OF TARGETED COMMUNITY

WHAT: Select a home visiting model and explain how it meets the needs of your targeted community(ies). (p. 11)

Language you can use

The Parents as Teachers model is designed to serve families throughout pregnancy until their child(ren) enter kindergarten. Some organizations implementing Parents as Teachers target services to a specific community or geographic location, while others have specific eligibility criteria for families. 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) or geographic characteristics such as isolation or lack of accessible resources.

The Parents as Teachers model is adaptable to varied target populations and communities, and affiliates typically serve families with a range of risk factors. The Parents as Teachers model is designed to promote positive parenting and optimal child development and build protective factors for families from a range of backgrounds.

*Parents as Teachers is a **strong** evidence-based home visiting model providing a broad context of parenting education and family support, and building protective factors, especially for those families in vulnerable situations. At its core, Parents as Teachers is relationship-based and parenting-focused. There is an emphasis on parent-child interaction, development-centered parenting, and family well-being; on strengths, capabilities and skills; and on building protective factors within the family.*

Parents as Teachers serves a broad spectrum of families with high needs—not just first-time parents, pregnant parents or teen parents—and offers services throughout the continuum for those who parent children prenatally through kindergarten entry.

*The research-based Parents as Teachers Foundational Curriculum is a **good fit** for addressing the needs of many targeted at-risk populations and incorporates the Strengthening Families™ Protective Factors. To the extent that other models chosen also do so, this can provide a common framework across the multiple models to encourage active collaboration, shared learning, and the development of a community of practice across home-visiting providers.*

SECTION 4: IMPLEMENTATION PLAN

WHAT: Provide plans for model implementation and ongoing monitoring of quality, including recruitment and collaboration. To implement Parents as Teachers as the evidence based model, programs must affiliate with the Parents as Teachers national office, report annually on service delivery, program implementation, and compliance with the model replication requirements through an Affiliate Performance Report. (p. 14)

Language you can use

- Initial Parents as Teachers Affiliate Plan

1. **Review the [Readiness Reflection](#) and [Essential Requirements](#).** This helps communities assess their ability to fully implement the Parents as Teachers model with fidelity.

2. **Complete an Affiliate Plan.** An **Affiliate Plan** guides organizations through planning to build a strong foundation for a high quality program. Designed as a logic model, it links inputs, activities, outputs and outcomes for families. It also helps determine appropriate staffing and budget. Keeping the end in mind as a new program is developed leads to strong programs and maximizes positive outcomes for families.

3. **Send home visitors to training.** Once an Affiliate Plan is approved, the organization's home visitors complete the Parents as Teachers Foundational Training and the Model Implementation Training. The Foundational Training lays the foundation for home visiting as a methodology within the early childhood system and connects the theoretical framework of Parents as Teachers with practice. Model Implementation Training incorporates the Parents as Teachers **Quality Assurance (QA) Guidelines** and offers implementation strategies and evidence-based practices that help organizations fully understand and bring to life quality Parents as Teachers services. The training explains how to successfully replicate the Parents as Teachers model with fidelity. Demonstrating accountability, evaluation and outcomes are themes woven throughout.

- Description of the technical assistance and support to be provided through the national model
It is widely recognized that model fidelity and program quality provide the foundation for demonstrating outcomes for children and families. Parents as Teachers offers several key resources that provide comprehensive guidance for those implementing the model, including:

Essential Requirements. The [Essential Requirements](#) have been identified as best practices to ensure model fidelity. The requirements cover parent educator background and experience, duration of services, assessment and goal setting, the four core components, supervision, professional development, advisory committee, evaluation, training, materials and funding requirements.

Quality Assurance Guidelines. The **QA Guidelines** provide detailed guidance to support the completion of the program plan. These Guidelines establish a blueprint for quality implementation of the Parents as Teachers model. Parents as Teachers expects all who implement its model, including existing Parents as Teachers affiliates, to adhere to these QA Guidelines.

Initially, the QA Guidelines help organizations effectively plan their services, operations, and management. After affiliation, ongoing adherence to the QA Guidelines helps to ensure successful replication, model fidelity and application of evidence-based practice.

Ongoing compliance with the essential requirements is necessary for continued implementation of the Parents as Teachers model. Affiliates report on compliance with the essential requirements annually, via the Affiliate Performance Report. In addition, affiliates engage in an expanded program assessment every four years, incorporating additional data, stakeholder input and documentation review to support the findings of their assessment. Both the focused annual compliance assessment and the comprehensive program self-study result in action plans that help ensure high quality services to children and families.

Ongoing affiliation with Parents as Teachers requires regular program self-assessment. To assist with this, Parents as Teachers has developed a quality self-assessment process and tools.

Model Implementation Guide. The Model Implementation Guide incorporates the QA Quality Guidelines while providing additional implementation strategies and evidence-based practices that help each organization fully understand and bring to life a quality Parents as Teachers affiliate.

Visit Tracker. Parents as Teachers recommends use of [Visit Tracker](#) software to track service delivery data. This tool will assist with regular reporting on implementation of the Home Visiting Program.

- Parents as Teachers Technical Assistance:
Through the national office as well as through its network of state offices, Parents as Teachers provides the following kinds of technical assistance:
 - Technical Assistance supporting initial implementation, including development and approval of the initial Affiliate Plan.
 - Technical Assistance regarding meeting the essential requirements
 - Ongoing Professional Development: Certified parent educators must complete in-service professional development hours annually to maintain their certification. Parents as Teachers offers a variety of professional development trainings as well as an annual conference to help parent educators meet this requirement.
 - Technical Assistance provided to state level agencies around monitoring, assessing and supporting implementation with fidelity to the model and maintaining quality assurance.

SECTION 5: PLAN FOR MEETING LEGISLATIVELY-MANDATED BENCHMARKS

WHAT: Updated plans will describe data collection for each of the six benchmark areas. (p. 17)

Language you can use

Parents as Teachers has created a table that documents how its outcomes, as outlined in the 2011 Parents as Teachers Logic Model, align with the Federal Home Visiting Initiative's three- and five-year state [benchmarks](#). Use of Visit Tracker will assist with collecting individual-level demographic and service-utilization data on the participants in the Parents as Teachers program. (p.18)

SECTION 6: PLAN FOR ADMINISTRATION OF STATE HOME VISITING PROGRAM

WHAT: Describe your administrative structure that will support the home visiting program. (p. 19)

- Detail how the State Home Visiting Program will meet legislative requirements around staffing, referrals and monitoring of fidelity.

Language you can use

Parents as Teachers programs are staffed by well-trained and competent parent educators, a responsive supervisor, and well-developed program practices. **The Parents as Teachers Core Competencies** are specific knowledge and skills central to effective practice with families. Training and curricula support parent educators as they develop and hone their professional practice skills and develop competencies in five areas:

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

Parents as Teachers QA Guidelines and 2011 Essential Requirements provide guidance to programs implementing the model and to states wanting to support programs in monitoring quality and fidelity.

SECTION 7: PLAN FOR CONTINUOUS QUALITY IMPROVEMENT

WHAT: Discuss plans for CQI. (p. 20)

Language you can use

Parents as Teachers embraces the philosophy that evaluation should support and be responsive to the continuous quality improvement of individual programs. Through technical assistance, Parents as Teachers offers a plan for continuous quality improvement. Process evaluation examines what goes on inside a program while it is in progress, focusing on activities offered, staff practices, and actions of children and families. Affiliates report annual data on service delivery, program implementation and compliance with model replication requirements. Additional best practices support affiliates as they engage in continuous quality improvement by providing quality indicators that connect to even higher levels of excellence in serving families.

SECTION 8: TECHNICAL ASSISTANCE NEEDS

WHAT: Describe your anticipated technical assistance needs and identify what TA will be provided by the model developer. (p. 21)

Language you can use: (see Section 4)