



Parents as Teachers™

News

Growing Awareness from the Ground Up

This issue
also available at
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under "Publications."

Spring 2011

Parents as Teachers
recognized through the Federal
Home Visiting Initiative

Introducing the
Parents as Teachers
compliance assessment

Everything you know about
doing business with Parents as
Teachers is about to change!

Keeping your child safe in the car:
new recommendations from the
American Academy of Pediatrics



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info@ParentsAsTeachers.org

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Julie Mainer
1-866-PAT4YOU, ext. 287
Julie.Mainer@ParentsAsTeachers.org

Editor
Julie Mainer

Contributing Writers
Lee Walker Falk

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A MESSAGE FROM THE PRESIDENT

WHEN IT'S TIME FOR GOODBYES IT'S OFTEN

tempting to look back, but my tendency has always been to focus on what's ahead.



Susan Stepleton, *President/CEO*

It's one reason why here at the national office we have had leadership "Advances" rather than "Retreats." It's also why in this, my last *Parents as Teachers News* column, I will talk first about where we are today and what's on the very bright horizon before I do just a bit of reminiscing.

In spite of the ongoing economic challenges in the country, there has never been higher visibility for programs like Parents as Teachers. Home visiting has become a concept people understand and a service that is valued. After decades of lengthy explanations, it's now accepted that the most valuable investment we can make is attention to the beginning of the education continuum when children are developing.

Parents as Teachers is wonderfully well positioned for this new climate. Our new approach, inclusion of content relevant to today's families and professionals, distribution that capitalizes on accessible technology and well-defined model affiliation requirements puts us in the very forefront of the major evidence-based home visiting models. An alternative path also offers Parents as Teachers training to professionals not choosing to pursue full affiliation but who can benefit from our approach. The result? Through your work as parent educators we will reach more families than ever in the highest quality and most appropriate manner possible.

Parents as Teachers now carries the twin distinctions of being named one of only seven models eligible for federal home visiting funding and of winning a coveted Investing in Innovation (i3) grant. We are uniquely positioned to move forward even more aggressively and with even higher credibility in service to families with young children.

The decade I have spent at Parents as Teachers has been a gift, both personally and professionally. I am literally thousands of friends richer. The learning in all areas has been profound and deep. Our international family has swelled. We have gained important experience with military families. We have been instrumental in passing key legislation. Our voice on the national scene is now strong and sought after. Our model has evolved to new heights.

All of these are team accomplishments, not individual ones, but it has been an honor to lead the charge.

As I move to a teaching role I thank every one of you and wish you well. I will be cheering from the sidelines!

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Growing Awareness from the Ground Up

It All Starts with Quality Data

EVERY TIME A PARENT EDUCATOR STEPS INTO A HOME, she takes the first step in building awareness that starts locally and reaches all the way to Washington, D.C.

The data that is collected with each home visit is the basis of this awareness among stakeholders, funders and legislators. It is a vital ingredient in Parents as Teachers' continued impact, as we work to keep documented results front and center in all we do. It starts with awareness built through communication at the local level and evolves into effective advocacy at the state and federal levels.

Planting the seeds with communication

"At Parents as Teachers, there is a parallel process between what we are doing at the national level and what the local programs are doing. We use communication tools to build awareness and we use data to track how those tools are working," explains Pat Simpson, marketing communications director. "We have to know what's effective and what's not. The same goes for local programs."

For instance, electronic media, including social media, are proving to be cost-efficient ways to communicate with families and other audiences. Facebook, Twitter, Web sites and e-mail can reach vast numbers quickly and have the power to create relationships. But the really good news is that local programs can track all these tools for effectiveness.

"You have to know what works, and most of the electronic media have measurement tools built in. You can look at Google Analytics to see who is visiting your Web site when and how long they are staying there. You can use Google Alerts to monitor media coverage on Parents as Teachers and early childhood education. Even Facebook has an easy metric that you can use to track your

fan page. And all these tools are free. But you have to take time to use them and then incorporate what you learn into your strategies," says Pat.

Likewise, program data, also generated at the local level, is crucial to awareness at the state and federal levels. The data that local programs provide help Parents as Teachers generate positive media coverage, craft effective speeches and successfully apply for grant funding.

Cultivating support through advocacy

When the target audience is legislators, awareness becomes advocacy. In this arena, quality data has gained increasing importance over the past several years as local, state and federal budgets have been cut.

"Data is extremely important from a policy and advocacy perspective. It is the focal point of what legislators want to know about your organization and it drives successful public policy agendas. 'How much was spent? Who is being served? What's the impact?' That's what legislators want to know,"

explains Hillary Elliott, public policy director.

A real-life example: Following significant budget cuts for both the 2010 and 2011 fiscal years, Missouri legislators are now considering restoring some funding for fiscal year 2012. Based on data derived from surveys of local programs responding to these cuts, Parents as Teachers has been able to provide key policymakers with evidence that local programs have been able to continue serving families and have quickly responded to their call to target services to vulnerable families.

"Through these survey results, we have been able to demonstrate the resiliency and efficiency of Parents as Teachers in Missouri despite significant cutbacks," says Hillary. "With today's limited availability of public resources,

BREAKING IT DOWN

- Awareness is important among families so that they know what services are available and how to access them. If they don't use our services, there is no impact to measure.
- Awareness is important to local communities where support begins and impacts are most directly felt.
- Awareness is important at the state level where credible data on outcomes is linked directly to funding.
- Awareness is important at the national level where Parents as Teachers' model fidelity and quality implementation can help justify federal policies that work for young families.

Continued on page 5

You've got questions? We've got answers!

I'm a new supervisor. What training is required?

The national office requires supervisors in new affiliates, and new supervisors in existing affiliates, to attend Model Implementation Training. Existing affiliates have until 2014 to move into compliance with this requirement.

Supervisors will not recertify for the 2011-12 program year. The national office is working on a new Supervisor Certification that will consist of modules taken online beginning in late winter.

Do parent educators need to serve a minimum number of families to maintain certification?

No; there are other requirements to maintain certification but the number of families served is not one of them.

Can parent educators take a leave of absence and still keep certification?

No; there will not be a leave of absence status after the 2010-11 program year. Certified parent educators who have been newly trained or retrained in the Foundational Training can maintain their certification regardless of their status with the affiliate. If a certified parent educator leaves an affiliate,

s/he can still keep his/her certification current by obtaining the appropriate number of professional development hours, signing the Ethical Agreement annually, paying the renewal fee (which would change to \$100 if s/he is not associated with an affiliate), and submitting an individual service report to the national office.

If I attend the Foundational Training can that count for recertification hours?

Yes; Foundational Training counts for recertification hours in the program year in which it is taken. Individual parent educators will track their professional development hours through the national office later this summer.

If I have parent educators who are certified in Born to Learn 2 Years to Kindergarten Entry do they need to attend retraining under the new curriculum?

Yes; to move into full model certification by 2014 parent educators must attend the Foundational Training which will familiarize them with the Parents as Teachers approach. They must also take the online Model Implementation Training online this fall. ❖

QUICK, EASY (AND INEXPENSIVE!) PROFESSIONAL DEVELOPMENT But hurry; they won't last long!

**Take advantage of two online learning opportunities now!
These two web-based trainings will become inactive in mid-July so act now.**

EXPLORE THE PATH TO LITERACY (\$50)

Learn how young children develop early literacy skills. It integrates research and theory with practical everyday activities to help you involve parents in the early literacy development of their children. There is a two-week window to complete the course.
4 hours professional development credit



HIGH FIVE FOR KIDS: WEB-BASED TRAINING (\$35)

Learn to help parents promote children's healthy eating and fitness habits. Covers dietary and fitness information and includes lesson plans, resources and downloadable parent handouts.
1 hour professional development credit



Register for both by logging into the portal from our Web site and selecting "Schedule" from the "Training" options.

Parents as Teachers recognized through the Federal Home Visiting Initiative

By Hillary Elliott, Public Policy Director

An overview

On March 23, 2010 the Patient Protection and Affordable Care Act of 2010 (Affordable Care Act) (P.L. 111-148) was signed into law by President Obama and included the creation of an unprecedented opportunity for home visiting.

The passage of this legislation included a program designed to respond to the needs of families in at-risk communities and improve health and development outcomes for at-risk children through evidence-based home visiting programs. The Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program will provide \$1.5 billion over the course of five years. This includes a three percent funding set aside to award grants to Indian Tribes (or a consortium of Indian Tribes), Tribal Organizations, or Urban Indian Organizations to conduct an early childhood home visiting program.

The application of this program has included a number of steps such as the designation of state lead agencies, the submission of statewide needs assessments and the initial award of formula grants to the fifty states and six jurisdictions.

Finally, the release of the Supplemental Information Request for the Submission of the Updated State Plan for a State Home Visiting Program on February 8, 2011 provided guidance to states in preparing the required Updated State Plan which includes identifying the at-risk communities where home visiting services will be provided as well as those home visiting services that the state intends to implement.

Along with this guidance, the Supplemental Information Request also included a list of approved models that meet the evidence-based criteria requirements of the MIECHV Program. **Parents as Teachers, along with six other home visiting models, met that criteria.**

Next steps

Currently states are in the process of formulating their Updated State Plans that are due to the U.S. Department of Health and Human Services later this summer and will be reviewed and approved on a rolling basis.

States are required to spend at least 75 percent of their funding on approved evidence-based home visiting models and they can also elect to spend up to 25 percent of their funds toward a model that is a promising approach.

They are also required to demonstrate improvement in at least four of the legislatively-mandated benchmark areas which include improved maternal and newborn health; prevention of child injuries; child abuse, neglect, or maltreatment, and reduction of emergency department visits; improvement in school readiness and achievement; reduction in crime or domestic violence; improvements in family economic self-sufficiency; and improvements in the coordination and referrals for other community resources and supports.

States will be required to work with the approved evidence-based model developers in their planning process and beyond. Those approved models that states are electing to implement will need to provide documentation of approval to the state that will ensure that the state is planning to implement the model with fidelity. **Parents as Teachers national and state office networks will play an important role in providing ongoing support and technical assistance.**

Moving forward

This is an unprecedented opportunity for the world of home visiting and for Parents as Teachers, and has not only increased the national recognition on the importance of home visiting, but it has also created an avenue to foster collaborations and partnerships at the federal, state and community levels for individuals and organizations interested in improving the lives of young children through home visiting. ❖

CONTINUED FROM PAGE 3

Growing Awareness from the Ground Up: It All Starts with Quality Data

legislators are looking for ways to consolidate, streamline and allocate state funding in the most efficient and effective ways possible. We need to be able to demonstrate the continued need for Parents as Teachers as a part of the entire education continuum.”

She continues, “We cannot do the work we need to do at the state and national levels without robust data from the local programs. Our heightened focus on model fidelity and quality implementation will not only sizably impact the quality of our affiliates, but it will also positively impact our public funding opportunities.” ❖

Introducing the Parents as Teachers compliance assessment



By Karen Guskin,
Research and Evaluation Director

THE FIRST PORTION OF THE AFFILIATE PERFORMANCE Report (APR; previously the Annual Program Report) assesses your affiliate's level of compliance with the model replication requirements as outlined in the 2011 *Essential Requirements for Parents as Teachers Affiliates*. All affiliates should complete the compliance assessment section even if they are brand new or are not interested at this time in complying with the evidence-based Parents as Teachers model. Completion of the APR is required every year by July 15.

For greatest impact, most Parents as Teachers affiliates provide three plus years of service. It is essential that parents as teachers affiliates provide at least two years of services to families between prenatal and kindergarten entry. Duration of services refers to the program's overall design. Thus, as long as your program is designed to provide at least two years of service, families can enroll when their child is any age within the program's overall age range—although optimal impact is likely when enrolled prenatally or shortly after birth. Parent educators should strive to enroll the maximum number of families prenatally, or shortly after birth.

Does your affiliate offer at least 2 years of services to families between prenatal and kindergarten entry?

Yes

No, but will comply by the designated deadline

No, and do not plan to comply

ACTION: If you answered "No, but will comply by the designated deadline" to the above question, please describe what action you plan to take to be in compliance:

Sample compliance assessment question addressing one of the 17 essential requirements.

For this initial year, the questions focus on the design of the program only. Performance Measures which assess the quality of implementation will be collected this year and will be used to establish and refine benchmarks. Based on our new policy, all Parents as Teachers affiliates are required to complete this compliance assessment annually and are expected to comply with the essential requirements by July 2014 in order to maintain their Parents as Teachers affiliation.

However, please note that in order to ensure high quality implementation, existing affiliates that receive funding through the Affordable Care Act Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program will be expected to comply with the Essential Requirements by December 8, 2011.

A new "Technical Assistance Crosswalk" has been developed so that those completing the compliance assessment can view suggested action strategies for moving toward compliance with the essential requirements. The national office and state offices will both be providing technical assistance to support our affiliates as they move into compliance by the stated deadlines.

Each of the compliance assessment questions addresses one of the 17 essential requirements (excluding training and materials requirements). An example of one item from the compliance assessment can be seen at left.

Make sure to review the 2010-2011 APR so you can become familiar with the items on the compliance assessment. There have only been minor changes to other sections of the APR from previous years. You can review the most recent version of the 2011 Parents as Teachers Essential Requirements on our Web site under the "Training > Training Gateway" section. ❖

For questions about research and quality, contact Karen.Guskin@ParentsAsTeachers.org.

Nurturing at-risk families requires time, patience

This issue's StoryFront is from Penny Welsh with the Parents as Teachers program in Salinas, Calif. Based in the Salinas Adult School, Parents as Teachers operates as part of a collaborative model which brings together an array of family-focused services with a special emphasis on at-risk families.

I THINK THOSE OF US WHO WORK

with high-risk families have to remember that we are planting seeds and it takes some time for them to root. Maybe the seeds aren't just for this child, but for the parent and her future children. Those seeds might take root and make a difference down the road.

Carmen is an example. Carmen was a referral to us from the Department of Social and Employment Services. She and her three children were living in a home where the children's father and his brother had a meth lab. The children were removed from the mother's care. The father and his brother went to jail and were subsequently deported. Carmen had to work hard to get custody of her children back.

Carmen really struggled. It was hard to motivate her. She was comfortable doing activities with her children, but there wasn't any spark, there wasn't any enthusiasm. She just kind of went through the motions. She had set a goal for herself to complete her high school education. I remember spending a lot of time trying to get her engaged in classes at our adult school.

Carmen ended up losing custody of her three children. I didn't see her again for about three years when I was a parent educator in a residential program where moms and their babies lived while mom went through a drug recovery program. I came in one day and there was Carmen sitting in the living room holding her brand-new baby girl.



Daniell Magana, now 10 years old (above), and her mother, Carmen, are a constant inspiration to the Parents as Teachers staff in Salina, Calif.

She said, "Oh, Penny, I'm so glad you're here. Isn't she beautiful? I want to be a really good mom this time and I want your help." I said, "Carmen, that's great and I want to work with you. I want you to *fall in love* with this baby." She got very angry at me and said, "What do you mean? I love this baby." And I said, "I know you love your baby and now I want you to fall in love with your baby, and I'm going to help you. When a mom falls in love with her baby, she puts her child's needs first."

Carmen did fall in love with her daughter. I could never get her to hold her other kids very much, but this baby she held constantly. Every time I saw her, she had so many questions. She was like a totally different person and she became a wonderful mom.

It's been more than 10 years since I first started working with Carmen and her family. Today Carmen has her driver's license, has completed her GED, has married and now works as a manager of a store. Her daughter is 10 years old and is doing well in school. Carmen has reconnected with her son and is helping him get his high school diploma, just like we helped Carmen get her GED. At our Parents as Teachers program, when we have a family that is not doing well, we think about Carmen, how many challenges she faced and how hard she worked to help herself and her family succeed. ❖

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

New Horizons

Celebrating Parents

By Maggie Probert, Development Director

May is Mother's Day. June is Father's Day. And July is...Parents Day! The fourth Sunday of every July is designated as Parents' Day. The legislation was signed in 1994 by then-President Bill Clinton. The purpose of Parents' Day is "recognizing, uplifting, and supporting the role of parents in the rearing of children." We couldn't agree more!



This year Parents' Day is July 24th. Here are a few ideas for celebrating Parents' Day:

- Read to a child.
- Talk with your baby while going on a walk.
- Play a simple counting game with a toddler.

Amazingly, it's these simple activities that stimulate a child's development of the building blocks of future reading and math skills. Simple and free!

At Parents as Teachers we have been celebrating parents since 1984. Let's all join in this national holiday to support the vital role that parents play in their children's lives. ❖



New Friends

In 2010 we welcomed a record number of new friends to Parents as Teachers: nearly 300 new supporters. Among them were a number of new organizational funders that provided funding for special projects and initiatives:

Wal-Mart Foundation

PNC Foundation

Rural School and Community Trust

Arizona Community Foundation

W. K. Kellogg Foundation

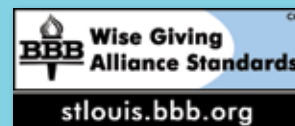
Cherokee Preservation Foundation

John T. Vucurevich Foundation

Penguin Publishing

Dana Brown Foundation

As Parents as Teachers continues to expand services to new communities and to develop new outreach efforts, such underwriting support is essential to the success of our efforts. For more information about supporting Parents as Teachers, contact Maggie.Probert@ParentsAsTeachers.org.



Everything you know about doing business with Parents as Teachers is about to change!

A little over a year ago, Parents as Teachers announced a three-year strategic plan that outlined goals, strategies and tactics with six key areas of focus central to positioning Parents as Teachers as a leader in the years ahead. The plan would enable Parents as Teachers to grow, expand and respond to key trends in the early childhood and parent support arena for generations to come.*

ONE OF THOSE GOALS CRITICAL TO THE SUSTAINABILITY of Parents as Teachers specifically addresses extensive investment in our technology infrastructure.

LET'S CLEAN UP THOSE E-MAILS!

With the dawn of the new Parents as Teachers online business system set to launch later this year, it is critical that your account information is accurate and up-to-date... particularly, your e-mail information.

How do I update my e-mail information?

Log into the Web portal at www.ParentsAsTeachers.org. Update your e-mail address by using the "My Profile" link in the upper left corner of the home page.

When updating your e-mail, please note the following considerations:

- **Security and shared e-mail addresses**
To maintain the security of all accounts, our e-business systems are the property of the individual, not of the organization they work for. As such, e-mail addresses shared by two or more people will no longer be allowed with the launching of the new online system.
- **What if your organization does not provide email?**
Free accounts are available from several vendors including Yahoo!, Google, Microsoft and others.
- **Ensure prompt delivery of national office communications**
It's important to make sure your e-mail system accepts all mail from @parentsasteachers.org.

In an environment where accountability and efficiency are increasingly important, Parents as Teachers is responding. Over the last 15 months, the national office has been working aggressively to move the Parents as Teachers business system from an outdated system to a modern online information system that will meet emerging needs in business management, program evaluation and program support.

This translates into improved customer service and administrative support to our Parents as Teachers family with increased accuracy, efficiency and timeliness.

Doing business by e-business systems

The new Parents as Teachers online business system will launch later this year and more details will follow in the coming months. But here is what you need to know NOW:

1. We need your most current contact information.

With the launch of new Parents as Teachers business system, the majority of administrative processes will be conducted online. You need to have the ability to access this information just as the national office needs the ability to communicate with you. See the side article "Let's clean up those e-mails!" for detailed information about updating account information for both you and your program.

2. Log in process will change.

When the new system is turned on, you will need to log in using your e-mail address as your user id. You will be allowed to enter your PATID and the correct password, but the system will only show a message displaying the email address associated with that PATID. You will then need to log in using the email address and password.

3. Look for and read upcoming communication from the national office.

In the months ahead, the national office will be unfolding the new Parents as Teachers online business system launch in a variety of communications. Along with this publication, the *Parents as Teachers News*, we will be reaching you through our public Web site, e-mail and e-newsletters (another reason why updating your online account information is so critical!)

CONTINUED ON NEXT PAGE



Web portal
login.

CONTINUED FROM PREVIOUS PAGE: Everything you know about doing business with Parents as Teachers is about to change!

What's in it for me?

As details unfold, you will notice some key advances in the new Parents as Teachers online business system:

> **One log-in for access to all Parents as Teachers resources**

This includes what is now referred to as the Web portal, Extranet and e-Store. All three of these will be referred to as the e-business system when it becomes available.

> **All training registrations will be handled online**

The national office is going green! Online registration also means increased accuracy and the ability to expand and update course offerings on a timely basis.

> **Access to personal account information**

Each parent educator will have access to his/her own unique account where s/he can register for training and

professional development as well as track professional development hours, update account information and have access to available resources all in one place. These accounts are the property of the individual, rather than the program.

> **Manual administrative work eliminated**

Supervisors and above will have advanced capabilities such as the ability to approve professional development hours online and process certification renewals.

> **National trainer and state leader tools**

New or revised tools for national trainers and state leaders will be available through the e-business system, including submission and approval of various reports, entering grade sheet information and more. ❖

* To see the complete 3-year strategic plan, visit www.ParentsAsTeachers.org and look under the "Publications" tab.

Keeping track with Visit Tracker Web

THE NATIONAL PARENTS AS TEACHERS OFFICE HAS BEEN

working very closely with the developers of *Visit Tracker Web*, the online recordkeeping tool for Parents as Teachers affiliates, to design new software features that align with the enhanced Parents as Teachers model.

Parents as Teachers Foundational Curriculum

In January, the Foundational Curriculum was unveiled. The new Personal Visit Record (PVR) and basic lesson plan templates found in this new curriculum are featured in the *Visit Tracker Web* software. *Visit Tracker Web* makes it possible to schedule upcoming visits and enter referrals, screening data, and family goals directly from the Foundational Curriculum PVR. A short training video showing this newest feature can be accessed at <http://visittrackerweb.com/train.html>. **NOTE: If you have not attended the Foundational Training, the Born to Learn Curriculum is still available with Visit Tracker Web.**

In addition to the new curriculum PVR, *Visit Tracker Web* has a new feature that allows educators to set and track family goals. One of the essential requirements for Parents as Teachers affiliates states, "It is essential that parent educators complete and document a family-centered assessment and family-centered goals with each family they serve." The new Family Goals section classifies each goal into a "type" for easy summarization on a final report and tracks if and when each goal has been met. The report section contains a nice summary report that shows how many goals were set, met, unmet, etc. and divides them by type.

What's next?

Upcoming new features to watch for include the 2010-2011 Affiliate Performance Report. Still called the APR, but a new report, this report is currently being incorporated into *Visit Tracker Web* for a May 1 release and is required to be submitted to your state leader or the national office by July 15.

While many new features are funded by the annual subscriptions users pay for their *Visit Tracker Web* accounts, some of the more intricate enhancements are actually funded by individual Parents as Teachers affiliates wanting to contribute and participate in the design process. *Visit Tracker Web* developers hope to incorporate scoring tools for several family-centered assessment tools soon. Contact them at 1-800-532-7148 or info@data-keeper.com if you are able to assist in the design and funding of scoring tools for any of the approved outcome measurement tools (KIPS, LSP, PFS, UISPP, etc.).

I want to learn more

Visit <http://visittrackerweb.com> to play in the demo, sign up for a free trial account or watch training or overview videos. The *Visit Tracker Web* can also be explored in detail at the Parents as Teachers Conference with two workshop sessions scheduled on Tuesday, November 8. Conference registration is open now. ❖



Parents as Teachers™

CONFERENCE 2011: EARLY CHILDHOOD'S ROLE IN THE EDUCATION CONTINUUM

November 6-8, 2011

Hilton St. Louis at the Ballpark, St. Louis, Missouri

www.ParentsAsTeachers.org/Conference

REGISTRATION IS OPEN

Take advantage of these money-saving opportunities!

NEW! Conference Day Passes

Get the most value for your dollar!

Best Value: Full Conference Registration

**Early bird discounted rate of \$350 –
register before September 1**

Includes:

- Two keynote sessions with meals
- Four featured workshops
- Choice of 30 workshop options
- Access to Poverty Simulation workshop for an additional \$10
- Exhibit Hall access
- Continental breakfast and coffee breaks

Monday Day Pass \$225

Includes:

- Four featured workshops
- Choice of 20 workshops options
- Exhibit Hall access
- Continental breakfast and coffee break

Tuesday Day Pass \$125

Includes:

- Choice of 10 workshops
- Exhibit Hall access
- Continental breakfast and coffee break

FY spend down

Stretch out your payments...register now to take advantage of the early bird rate and book your hotel/travel in next year's budget.

Hotel group rate

Book your stay at the Hilton St. Louis at the Ballpark and receive discounted rate of \$130. Make your reservations on or before October 15 to qualify.

Receive 5% discount on airfare

Special travel rates have been negotiated with American Airlines... receive a 5% discount by using promotional code: A76N1AR.

EXPERIENCE BLOCKFEST™ IN ACTION!

Sunday, November 6

2 – 4 pm

1st Floor Conference Center

Free and open to the public

BLOCKFest helps raise awareness of early math and science learning with hands-on block play designed for families with children 8-months to 8-years-old. See this free interactive activity in action and learn how you can bring it to your community.



Born to Learn follow-up training ends July 1

The Born to Learn Online Follow Up Training is a requirement of new parent educators trained *before January 2011*. If you have not taken the online training, you must register and complete the training prior to July 1, 2011 in order to be eligible for recertification. **NOTE: This requirement is being waived for those parent educators taking the Parents as Teachers Foundational Retraining prior to July 1.** The schedule for these online trainings is found at www.parentsasteachers.org > Training > Training Gateway > Training Schedule. After July 1 this course will no longer be offered. For questions, contact Mary.Gallow@ParentsAsTeachers.org.

Coming soon!

Check the Parents as Teachers Web Portal in early June for more information.

2011 MILDRED M. WINTER SCHOLARSHIP

This fund provides support for Parents as Teachers affiliates that do not have the funds for additional training opportunities. The scholarship may be applied toward the registration fee for the five-day Foundational and Model Implementation Training.

2011 LOSOS PRIZE FOR EXCELLENCE

This award recognizes Parents as Teachers affiliates whose creative initiatives help realize the Parents as Teachers vision that *all children will learn, grow and develop to realize their full potential*. The award is a cash prize to further the purpose of Parents as Teachers. The winning programs will also receive an expense-paid trip to the Parents as Teachers Conference. ❖

Meeting kids' social, emotional, and educational needs since 1983

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The Best Behavior™ Series

Our best-selling **Best Behavior™** series uses simple words and lively full-color illustrations to guide children to choose positive behaviors. Each board book includes a special section with helpful tips for parents and caregivers. 8 titles in all!

For ages baby–preschool, \$7.95 each



**Award
Winners!**



Hands Are Not for Hitting



Teeth Are Not for Biting



Words Are Not for Hurting



Germs Are Not for Sharing

For additional resources that support early childhood development, visit www.freespirit.com/best-behavior

www.freespirit.com/best-behavior

1.800.735.7323

What's in a name?

YOUR NAME IS YOUR IDENTITY. IT'S YOUR IMAGE...PART OF how people perceive you.

Parents as Teachers is an international brand. This brand is one of our most important assets. We use our brand to distinguish Parents as Teachers from other organizations.

The Parents as Teachers brand has been carefully designed to help reinforce our mission and the quality and professionalism of Parents as Teachers. When used consistently, our brand helps the public easily identify our products and services and connect them to Parents as Teachers. Making this connection is essential to helping Parents as Teachers raise funds, promote our products and programs, and in turn, fulfill our mission and goals.

Existing Parents as Teachers affiliates

If yours is a program that has been affiliated with Parents as Teachers prior to 2011, you already have brand equity in this logo! **Existing Parents as Teachers programs will continue to use it until 2014.** At that time, those who comply with the Essential Requirements measured through the compliance assessment in the Affiliate Performance Report will receive an updated logo.



New Parents as Teachers affiliates

Beginning in 2011, those *new* to Parents as Teachers are now confirming their compliance with our affiliation requirements in a new way that allows us to ensure quality and model fidelity. **These new affiliates receive the logo below.**

It is provided to the primary affiliate contact when a program complies with the Essential Requirements measured through the compliance assessment in the Affiliate Performance Report. (It will also be provided to existing programs that are part of the Federal Home Visiting initiative since they must be in compliance by December 8, 2011.)



Parents as Teachers™
Affiliate

The logos below are used ONLY by the national Parents as Teachers office.



Parents as Teachers™



Parents as Teachers™



By Pat Simpson,
Marketing Communications Director

Logo guidelines

One of the reasons companies use branding guidelines is to provide consistency. When everyone is sending the same message, it helps reinforce the overall image of the Parents as Teachers. The following guidelines apply to all the logos seen here.

- No part of the logo should ever be altered, stretched or redrawn.
- The logo should never be rotated, tilted or used on a diagonal.
- The logo should be placed completely within a document's borders and not bleed off the edges.
- The logo graphic has been specially designed to read appropriately in a variety of formats and sizes. It should never be replaced with "set" type.
- No other graphic elements or type should be combined with the Parents as Teachers logo.
- If the logo needs to be used in conjunction with that of another agency, it should be placed next to, but not combined with, the other logo. Both logos should be of equal size and weight.
- The logo should not overlap any type, illustration or photography.
- The Parents as Teachers logo should never be crowded by another image or graphic and should never become part of a larger graphic, pattern or design element.
- The Parents as Teachers logo may only be used on commercial products if approved and licensed by the Parents as Teachers national office.

The Parents as Teachers logo is the cornerstone of our brand. It is a registered trademark of Parents as Teachers and its use is dictated by a set of guidelines to ensure proper use by those who have been given permission to use it. Use of these logos by anyone other than those designated by the national Parents as Teachers office is a violation of copyright. ❖

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



Keeping your child safe in the car: new recommendations from the American Academy of Pediatrics

THE EXPERTS ARE BUCKLING DOWN ON THE WAYS THAT children buckle up. The leading cause of death among children is car crashes, prompting the American Academy of Pediatrics (AAP) to update its recommendations on car seats:

- Children should ride in rear-facing car seats until age 2, or until they reach the maximum height and weight for their seat.
- Children should ride in belt-positioning booster seats until they have reached 4 feet 9 inches tall and are between 8 and 12 years of age.

These changes are supported by research that shows that using rear-facing seats has been effective at reducing injuries and death. Children under age 2 are 75 percent less likely to die or be severely injured in a crash if they are riding rear-facing, according to a study by the journal *Injury Prevention*.

The new recommendations also clarify the importance of meeting height and weight requirements rather than age requirements before transitioning to the next car seat stage.

“Parents often look forward to transitioning from one stage to the next, but these transitions should generally be delayed until they’re necessary, when the child fully outgrows the limits for his or her current stage,” said Dennis Durbin, MD, FAAP, lead author of the AAP’s policy statement and accompanying technical report.

“A rear-facing child safety seat does a better job of supporting the head, neck and spine of infants and toddlers in a crash, because it distributes the force of the collision over the entire body,” Dr. Durbin said. “For larger children, a forward-facing seat with a harness is safer than a booster, and a belt-positioning booster seat provides better protection than a seat belt alone until the seat belt fits correctly.”



Booster basics

- Children should not transition from a rear-facing seat to a forward-facing seat with a harness until they reach the maximum weight or height for that seat.
- A booster will make sure the vehicle’s lap-and-shoulder belt fit properly.
- The shoulder belt should lie across the middle of the chest and shoulder, not near the neck or face.
- The lap belt should fit low and snug on the hips and upper thighs, not across the belly.
- Most children will need a booster seat until they have reached 4 feet 9 inches tall and are between 8 and 12 years old.
- Children should ride in the rear of a vehicle until they are 13 years old.

Of course, it’s important to be sure your car seat or booster seat is installed correctly, whatever your child’s age. In many communities, local fire departments and hospitals offer free car seat installation and safety checks. To find resources in your neighborhood, visit www.seatcheck.org. ❖

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.



2228 Ball Drive
St. Louis, Missouri 63146

www.ParentsAsTeachers.org
info@ParentsAsTeachers.org

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Coming soon!

Two webinars designed especially for supervisors of affiliates

Check www.ParentsAsTeachers.org for upcoming dates and registration

A Glimpse into Parents as Teachers Foundational Training

This webinar is designed for affiliate supervisors to view *prior* to attending the 2-day Model Implementation Training. This webinar will feature:

- an overview of the Foundational Training
- an introduction to new terminology and concepts discussed throughout the Foundational Training
- an overview of the Foundational Curriculum

New staff. Existing staff. How to Effectively Blend Two Approaches during Transition.

This webinar is designed for affiliate supervisors who have staff working out of the *Born to Learn* Curriculum and the new Foundational Curriculum. This webinar will give you:

- a detailed explanation of the differences in the two approaches
- an overview of the Foundational Curriculum
- strategies for supervision
- ideas for using staff meetings to maximize model fidelity

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.

