

Questions & Answers

Office of Early and Extended Learning

Missouri Department of Elementary and Secondary Education

*The following questions and answers are provided
as part of the webinar presented on January 5, 2011*

A Discussion of the Future of PAT in Missouri

New Curriculum Model

1. Can you explain the difference between foundational and model training?
[Foundational Training](#) is three days dedicated to learning about the theoretical framework of Parents as Teachers and its application to practice with emphasis on three areas of study: parent-child interaction, development-centered parenting and family well-being.
[Model Implementation Training](#) incorporates the Parents as Teachers 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.
2. Would you please explain the difference between an approved user and an affiliate?
For those organizations that cannot meet essential requirements for model replication, the approved user pathway lays the foundation for home visiting as a methodology within the early childhood system. "Approved users" have access to the online materials.

Parents as Teachers affiliation is the pathway to high quality replication and strong, significant outcomes for children. Our goal is to help your organization fully understand and put into practice those things that make a quality Parents as Teachers affiliate. Organizations interested in affiliation must meet the essential requirements and complete an Affiliate Plan. After completing training, individuals will have annual "certified parent educator" access to online materials and programs will have "affiliate" status.
3. Will DESE funding be different for an approved user and an affiliate?
At this time DESE is encouraging every program to work toward becoming an affiliate program with model implementation. Implementing a different funding structure is not under consideration at this time. Everyone will have until 2014 to work on model implementation, assess their progress and determine the appropriate direction.
4. When will there be further information on preparing for the new standards and curriculum?
Existing affiliates can access the Quality Assurance Guidelines and Essential Requirements documents on the Parents as Teachers website. These will help them prepare for the compliance check which will be part of the Annual Progress Report (formerly the Annual Program Report) in the summer of 2011.
5. PAT is an evidence-based program with proven results. What has triggered the change in direction and the need to retrain parent educators?
Most private and public funders now require that programs applying for funds must define how and what evidence based practices, program/model will be utilized by the applicant. With that utilization comes an expectation that there will be fidelity to the program/model.

With the 2011 Quality Assurance Guidelines and the Essential Requirements, Parents as Teachers has positioned itself to be able to help *existing* programs move to model fidelity by July, 2014 while insuring all *new* programs who choose to implement the model will do so with fidelity from inception.

Those guidelines can be viewed on line at:

http://www.parentsasteachers.org/images/stories/documents/2011_PAT_Quality_Assurance_Guidelines_Dec2010.pdf

In addition to updated information, this new approach provides a broader context of parent education and family support, building protective factors, especially for those families in vulnerable situations. The new approach also moves curriculum and training materials to an online format rather than traditional hard copy, allowing parent educators easy use and access. Hand in hand with this revision and move to digital format is a significant refinement in the Parents as Teachers quality assurance process.

6. Please describe the Family-Centered Assessment in the new model.

In Parents as Teachers, family-centered assessment is a mechanism to get to know and genuinely understand the family, to recognize factors that promote family resilience and well-being, and to facilitate goal setting with the family. “Assessment forms the foundation of effective practice with children and families. Family-centered assessment focuses on the whole family, values family participation and experience, and respects the family’s culture and ethnicity,” (“Family Centered Assessment”, n.d., para 1).

Regardless of the particular tool that your affiliate chooses, *it is essential that parent educators complete and document a family-centered assessment and family-centered goals with each family they serve.* Parent educators use the assessment and family goals to plan and deliver services, as well as to assess progress. Assessment and goal setting are implemented upon enrollment and revisited throughout the time each family is with Parents as Teachers. Ultimately, family-centered assessment and goal setting inform and drive the Parents as Teachers services provided to each family.

7. What does individual reflective supervision look like in the new model?

Individual supervision should be reflective. Rebecca Parlakian (2001) has identified the “building blocks of reflective supervision” as reflection, collaboration, and regularity: Through reflection, we can examine our thoughts and feelings about the experience and identify the interventions that best meet the family’s goals for self-sufficiency, growth and development... Collaboration [allows] for a dialogue to occur on issues affecting the staff person and the program... [And finally,] neither reflection nor collaboration will occur without regularity of interactions (Parlakian, 2001, pp. 2-3).

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

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

8. When will the new curriculum be available?

The online curriculum will be available in late January through the portal on the Parents as Teachers website.

Essential Requirements

9. Where can I find the essential requirements for the new curriculum?

The [essential requirements](#) are for Parents as Teachers model implementation can be accessed through the PAT website or by clicking on the link above.

10. Do the Essential Requirements provide guidance on the number of families a parent educator can provide service to?

It is essential that experienced [full-time](#) parent educators complete no more than 60 visits per month. New parent educators will require additional time for supervision, as well as for planning, preparation and documentation of a personal visit; this translates into no more than 48 visits per month during the first year.

11. In the fall “Parents as Teachers” newsletter it states on page 5 of the 2011 Essential Requirements that 10-12 personal visits must be delivered to all families each year, with high needs families receiving more frequent personal visits (20-24) visits each year. This appears to be a higher requirement than previous years with less funding.

The reduction in Missouri state funding along with the guidelines for service delivery are requiring programs to be intentional in their services to families when using state dollars. Programs can see fewer families and meet the service delivery requirements set forth in the Essential Requirements.

12. The new approach with Parents as Teachers is requiring a screening within 45 days of the first date of service. DESE does not fund a screening unless the child is at least six months of age. Will this change with DESE.

The PAT national office staff indicated in the webinar that this requirement has changed from 45 days to 90 days. At this time, DESE has not made a change in the funding for screening services. DESE funds screenings for children 6 months to kindergarten entry.

Training/Recertification

13. How will new certification requirements be addressed and will they be funded?

Funding for the certification will require all existing parent educators to go through the new curriculum training by 2014, continue to complete the required professional development and pay the yearly re-certification fee. At this time, DESE and PAT national office are in conversation regarding how to assist programs financially with these activities.

14. Professional development is required for all parent educators but what funds are available to pay for it?

Professional development is required for parent educators to renew their certification. Programs will need to refer to the PAT Program Guidelines and Administrative Manual for clarification of the requirements. There are opportunities to partner with other local agencies providing training that will support your work as a parent educator.

15. When does the state anticipate requiring programs to be retrained in the new PAT model?
The PAT national office has provided a timeline for existing programs to complete the retraining process and complete model implementation as of July, 2014. At this time, DESE would encourage every program to work towards model implementation and re-evaluate at the end of 2014.
16. Will DESE be hosting regional professional development opportunities this year?
For this program year the regional meetings have been reduced to training for screening. We will be requesting feedback from programs as we plan for next year professional development opportunities.
17. Our district receives professional development training from the PIRC – Lift grant. Will there be an opportunity to receive training for the new curriculum through this grant?
PIRC funds will be used to support retraining for MO programs. A plan is being developed for retraining of MO parent educators whose programs will be moving into model compliance.
18. Can you clarify the cost of training and recertification for existing programs?
All existing Missouri parent educators will be going through both Foundational Training and Model Training. The Foundational Training cost is \$125 for the 3-day training and is available now for enrollment. Model Training will be provided on line at little or no cost to programs in the fall of 2011. The recertification fee is a yearly expense of \$75 per parent educator.

The \$695-\$795 are costs for *new educators* in either new or existing affiliates.
19. As a small district, with very limited funds, how can we afford the costs of retraining and a yearly cost for re-certification when we are already stretched so thin financially? How long do we have to complete the retraining?
Existing affiliates have until 2014 to move into model compliance, which includes the retraining of existing parent educators. At this time the PAT national office and DESE will be working closely to secure funding that will help support these costs.
20. In the past I have received a stamp to add to my certificates. How do I know if I have submitted the re-certification?
The national office is finishing up technology requirements to be able to deliver all certificates electronically. Seals will no longer be mailed to parent educators to put on their existing certificates. All MO Recertification Summaries were emailed in August to the program contact. If you are unsure if your program received one, contact Kristi Burk at Kristi.burk@parentsasteachers.org
21. Why are we requiring additional training (Foundational Training) for current PAT teachers when funding is getting decreased & probably more in the future?
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. Click [here](#) to see what's different about the new Parents as Teachers approach.
22. How do we know if we have submitted the re-certification?
All MO Recertification Summaries were emailed in August to the program contact. If you are unsure if your program received one, contact Kristi Burk at Kristi.burk@parentsasteachers.org

Invoicing for Funds

23. I want to submit another invoice for PAT but cannot find how to create “Invoice 2”.
- Programs may access another invoice by clicking on the “create revision” link located on the right side of the previous invoice on the PAT Status Menu. Once you click on the link a question will appear that asks you if you are sure you want to revise, click “Yes”. This will then create the next invoice. Please remember to always submit cumulative numbers on every invoice and the Final Invoice when it becomes available after April 15th.
24. Our district has invoiced for PAT twice this year, how do I know if we have received the payment?
- School districts receive payment for PAT services through a monthly transmittal to the district. To view your PAT payment, go into the Web Applications system, login, click on “Reports”, click on “Payment Transmittal” and identify the year and the month you wish to view. This will show you all the payments that the district has received from DESE. Simply locate Revenue Code 5324 (Early Child Parents as Teachers) and out to the right you will see the payment for the month and the payment to date. DO NOT click on the “Calculated Payment” or the “Payment History”. These two links are not set up to display the correct information at this time.

Funding

25. In viewing the slide that listed the “Priorities” it did not appear to focus service on high needs families. Has that changed?
- For Parent Education services the priority is as follows:
1. Prenatal to Three Contacts for High Needs families
 2. Three to Kindergarten Entry for High Needs families
 3. Prenatal to Three Contacts for Non High Needs families
- For Screening services the priority is as follows:
1. Screenings for all children 6 months to age three
 2. Screenings for all children age three to kindergarten entry
- If we have to make decisions to cut services due to a withholding or pay out services above quota, we will use the “Priority” slide as our guide.
26. Can the Screening allocation be used to provide screenings for children in families who are not considered high needs?
- All children are eligible for screening services regardless of whether or not the family meets a high needs characteristic.
27. Our district has an equal number of high needs families in the Prenatal to Three and the Three to Five. Can districts be reimbursed for services to these families?
- Districts were provided with a Parent Education Allocation at the beginning of the year. DESE has specified that, **at a minimum**, 75% of that allocation must be spent on high needs contacts. The majority of these contacts should be provided to families with children Prenatal to Three. The amount districts can be reimbursed for non high needs Prenatal to 3 contacts is no more than 25% of that allocation. So, yes reimbursement is being provided for services to high needs families.

28. If we are not able to screen enough families in the 6 months to age three category to access all of the 50% set aside for this age group, can we shift those unspent funds to screen more three to kindergarten entry children?

No. Any unused screening dollars in the 6 months to age three allocation will be reallocated by DESE to support additional services in the priority areas identified in the presentation.

29. Can our program continue to provide group meetings and claim them for reimbursement?

No. Group meetings are not reimbursable contacts unless they are provided to teen families and contain parent education information specific to teen parents.

30. How do districts support the salary for parent educators?

The district's Parents as Teachers Program is reimbursed for actual services provided to eligible families. DESE provides each district an allocation and the district is reimbursed by DESE based on those services. At the district level, the program can use the state dollars received to pay for expenses associated with providing PAT services. Many districts also use local funds to support the program and pay for expenses. Districts choose to pay out for services in many different ways (ie. salary, hourly or per service).

31. If a district is unable to provide the services necessary to utilize all of its allocation, what happens to those funds?

At the end of the year, DESE will determine the unused portion and reallocate those funds to programs that went over in their allocation utilizing the priority list provided in this webinar.

32. Several administrator groups are reporting that there will not be any funding for PAT in next year's budget. Do you have additional information about this concern?

As the commissioner reported at the beginning of the webinar, DESE has requested \$13 million. At this time DESE has not gotten any indication that the funding would be cut from the FY12 budget. We have, however, gotten questions regarding the impact of a slight increase for PAT services. The Governor recently recommended a \$3 million increase to the funds. While it is still too early to tell where we will end up, the proposed increase is encouraging.

33. When will we be able to submit a proposed budget to DESE for FY11?

We are working with IT and are hoping to have the Proposed Budget forms available through the Web Applications system by the end of January.

Program

34. How do you identify families eligible for free and reduced lunch?

Programs who need assistance identifying families eligible for free and reduced lunches should contact their district's elementary office. This is part of the enrollment process for K-12 families and would be a way to recruit younger siblings for PAT since the district already has this information on the older child(ren) enrolled at the elementary school.

35. Our PAT program operates with the school calendar. Would we still need to provide 20 to 25 contacts for high needs?

The goal would be to provide more intensive services for high needs families. This may be weekly or bi-monthly contacts, depending on the needs of the families.

36. What is the highest number of contacts available to high needs families?
All high needs families may receive up to 25 contacts. We would encourage programs to provide more frequent visits for families.
37. Can the Denver II be used as a funded screening tool after January 1st?
The Denver II will be an approved instrument for screening children ages 6 months through age three until the end of this program year. The 2011-2012 application will not include the Denver II as an approved instrument.
38. We need assistance with how to reach more families for screening services, particularly the 6 months to age three. We are focusing on providing more services to fewer families so it is going to be difficult to locate and engage families in screening services only.
Many programs have contacted local child care facilities, Head Start and Early Head Start programs to reach more families with children 6 months to age three.

Partnering with Head Start

39. How can school districts partner with Head Start?
School districts are encouraged to work with Head Start programs to provide screening services and parent education. It is important to work together in providing services so that we can best utilize state and federal funds without duplicating services. Please refer to the Early Learning website for a document titled "School Districts and Community Programs: Working Together to Support Children and Families". This document was used to highlight districts that are partnering or blending funds to support early childhood in their districts. Several include partnerships with Head Start Programs.
40. If we work with Head Start to provide screening services, aren't we double dipping?
Programs that partner with Head Start to provide screening services can receive reimbursement for those children from both sources, PAT DESE funds and Head Start, as long as the amount received does not exceed the cost of providing the screening service.

State Leader

41. Will the state leader position be filled from existing staff at DESE?
Yes. We will be working with the PAT national office to transition those responsibilities to the Early Learning Section with Lana Brooks designated as the state leader.

Conference on the Young Years

42. I am interested in attending the Conference on the Young Years. Where can I find information regarding presentations and registration information?
The Early Learning section is working with our conference planner to organize the information for the website. It is now available at <http://custommeetingplanners.com/cyy/>
43. Will Young Years Conference provide PAT free training on Thursday?
Yes. The PAT national office works with DESE to provide training opportunities in conjunction with the Conference on the Young Years. This training is free of charge and registration forms can be found on the extranet of the Parents as Teachers website (www.parentsasteachers.org)

Webinar

44. I am concerned about the April 22nd webinar. It is scheduled on a day that a lot of districts have off school.
If for some reason you are unable to participate in the webinar on a particular day or time, you may find the recorded version available on the DESE website at <http://dese.mo.gov/EELRecordedWebinars.htm>.
45. Does the webinar count towards clock hours for professional development?
At this time the webinar is available to provide consistent information to programs in a more cost-effective manner. It is not intended as training.