

Missouri Planning Tool - Working toward the 17 Essential Requirements

Reference Documents:

[DESE Early Childhood Development Act \(ECDA\) and
PATNC March 2015 PAT Quality Assurance Guidelines \(QAG\)](#)

PATNC – 17 Essential Requirements	Measurement Criteria	District Plan
<p>1. Affiliates provide at least two years of services to families with children between prenatal and kindergarten entry. <i>(ECDA 1.1.2 and 1.5.1)(QAG Page 7)</i></p>	<p>Your affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.</p>	
<p>2. The minimum qualifications for parent educators are a high school diploma or GED and two years previous supervised work experience with young children and/or parents. <i>(ECDA 2.3)(QAG Page 11)</i></p>	<p>100% of parent educators have at least a high school diploma, GED or equivalent degree in countries outside the US.</p>	
<p>3. Each affiliate has an advisory committee that meets at least every six months (can be part of a larger committee, community network or coalition as long as the group includes a regular focus on the PAT affiliate). <i>(ECDA 1.2.1 and 2.2)(QAG Pages 8-9)</i></p>	<p>Your affiliate conducted at least two advisory committee meetings during the program year covered by the most recent APR.</p>	
<p>4. Each month, parent educators working more than .5 FTE participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings and parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings. <i>In order to support high quality services to families, this requirement includes supervisors who carry a caseload. (ECDA 2.1)(QAG Pages 12-15)</i></p>	<p>Your affiliate offered at least two hours of individual, reflective supervision per month to parent educators and supervisors that devoted more than .5 FTE to a caseload.</p>	
	<p>Your affiliate offered at least one hour of individual, reflective supervision per month to parent educators and supervisors that devoted .5 FTE or less to a caseload.</p>	
	<p>At least 18 hours of staff meetings occurred during the program year covered by the most recent APR.</p>	

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<p>5. Each supervisor, mentor or lead parent educator is assigned no more than 12 parent educators, regardless of whether the parent educators are full- time or part-time employees.</p> <p><i>The number of parent educators assigned to the supervisor is adjusted proportionately when the supervisor is not full-time. For example, a .75 FTE supervisor would have a maximum of nine parent educators; a .5 FTE would have a maximum of six parent educators; a .25 FTE would have a maximum of three parent educators.</i> (QAG Page 10)</p>	<p>The ratio of parent educators to supervisors in your affiliate does not exceed 12:1.</p>	
<p>6. All new parent educators in an organization who will deliver Parents as Teachers services to families attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers; new supervisors attend at least the Model Implementation Training.</p> <p><i>(ECDA 1.4.1)(QAG Page 9 under Human Resources)</i></p>	<p>100% of parent educators and supervisors have attended the required PAT trainings.</p>	
<p>7. Parent educators obtain competency-based professional development and training and renew certification with the national office annually.</p> <p><i>(ECDA 1.3.2 and 2.3)(QAG Page 15)</i></p>	<p>100% of model affiliate parent educators are up to date with their certification.</p>	
<p>8. Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using an assessment that addresses the Parent as Teachers required areas.</p> <p><i>(QAG Pages 18-19)</i></p>	<p>The family-centered assessment used by your affiliate addresses the PAT required areas.</p>	
	<p>At least 60% of families enrolled more than 90 days had an initial family-centered assessment completed within 90 days of enrollment during the program year covered by the most recent APR.</p>	
	<p>At least 60% of families that received at least one personal visit had a family-centered assessment completed in the program year covered by the most recent APR.</p>	

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<p>9. Parent educators develop and document goals with each family they serve. <i>(ECDA 1.9.2 and 2.10)(QAG Page 19)</i></p>	<p>At least 60% of the families that received at least one personal visit had at least one documented goal during the program year covered by the most recent APR.</p>	
<p>10. Parent educators use the Foundational Visit Plans and Personal Visit Planning Guide from the curriculum to design and deliver personal visits to families. <i>(ECDA 1.6.1 and 2.6)(QAG Page 19)</i></p>	<p>Parent educators consistently used the Foundational Visit Plans and Personal Visit Planning Guide from the curriculum to design and deliver visits to families.</p>	
<p>11. Families with one or fewer high needs characteristics receive at least 12 personal visits annually and families with two or more high needs characteristics receive at least 24 personal visits annually. <i>(ECDA 1.6.3)(QAG Page 20)</i></p>	<p>At least 60% of families with one or fewer high needs received at least 75% of the required number of visits in the program year covered by the most recent APR.</p>	
	<p>At least 60% of families with two or more high needs receive at least 75% of the required number of visits in the program year covered by the most recent APR.</p>	
<p>12. Full-time 1st year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their 2nd year and beyond complete no more than 60 visits per month. <i>This requirement addresses the maximum number of visits per month. However, these maximums should only apply when parent educators don't have all of the typical responsibilities or when there is minimal or no travel to visits. 50 visits per month is the optimal number to be completed by full-time parent educators in their 2nd year or beyond. 40 visits per month is the optimal number for 1st year full-time parent educators. In addition, the number of visits completed monthly is adjusted proportionately when a parent educator is part-time. (QAG Pages 20-21)</i></p>	<p>Full-time 1st year parent educators complete no more than 48 visits per month in the program year covered by the most recent APR.</p>	
	<p>Full-time parent educators in their 2nd year and beyond complete no more than 60 visits per month in the program year covered by the most recent APR.</p>	

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13. Affiliates deliver at least 12 group connections across the program year. (ECDA 1.8.1-3 and 2.8)(QAG Pages 21-22)	Your affiliate delivered at least 9 of the 12 (75%) required group connections in the program year covered by the most recent APR.	
14. Screening takes place within 90 days of enrollment for children four months or older and then at least annually thereafter (infants enrolled prior to four months of age are screened prior to seven months of age). A complete screening includes developmental screening using PAT approved screening tools, along with completion of a health review that includes a record of hearing, vision, and general health status. Developmental domains that require screening include language, intellectual, social-emotional & motor development. (ECDA 1.7.1-3 and 2.7)(QAG Pages 23-25)	At least 60% of the children who enrolled at age four months or older had a complete initial screening within 90 days of enrollment in the program year covered by the most recent APR.	
	At least 60% of the of children who enrolled prior to age four months who reached seven months of age before the end of the program year had a complete initial screening prior to seven months of age in the program year covered by the most recent APR.	
	At least 60% of children received a complete annual screening in the program year covered by the most recent APR.	
15. Parent educators connect families to resources that help them reach their goals and address their needs. (ECDA 1.9.1 and 1.9.2)(QAG Page 25)	At least 60% of families that received at least one personal visit were connected by their parent educator to at least 1 community resource in the program year covered by the most recent APR.	
16. At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement. (ECDA 1.5.3 and 2.5)(QAG Pages 28-29)	Your affiliate gathered and summarized feedback from families about the services they have received at least once during the program year covered by the most recent APR and used the results for program improvement.	
17. The affiliate annually reports data on service delivery and program implementation through the APR; affiliates use data in an ongoing way for purposes of continuous quality improvement, including participating in the Quality Endorsement and Improvement Process every five years. (QAG Page 28)	Your affiliate submitted the most recent APR, and participated in the Quality Endorsement and Improvement Process when designated or selected by the National Center.	